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SECOND BOOK
IN ENGLISH
FOR FOREIGNERS
IN EVENING SCHOOLS

CANDIDE RICHARD HOUGHTON

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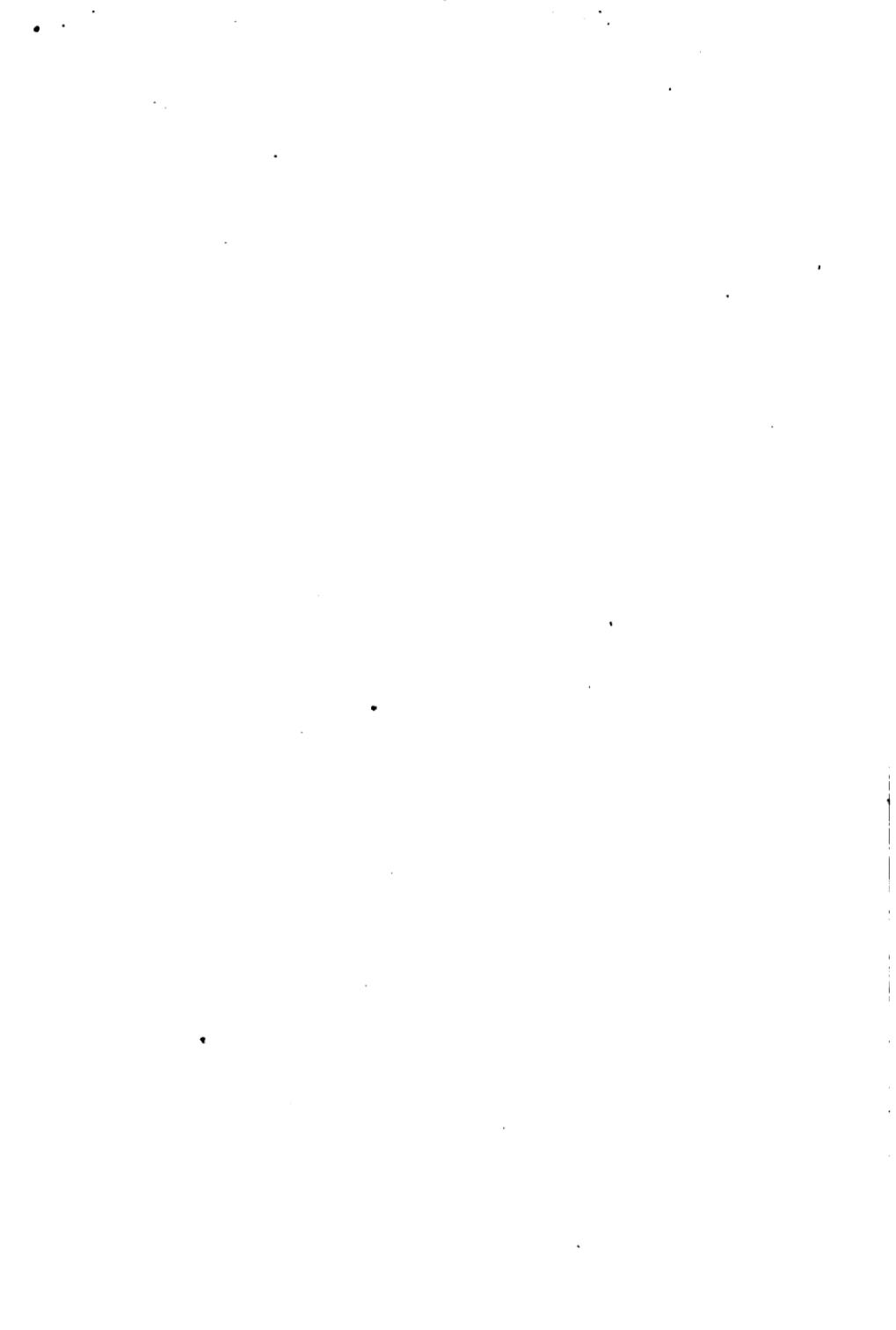
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HOW TO BECOME A CITIZEN OF THE UNITED STATES (See p. 175)

SECOND BOOK IN
ENGLISH FOR FOREIGNERS
IN EVENING SCHOOLS

BY

FREDERICK HOUGHTON, M.S.

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*Author of "First Lessons in English for Foreigners
in Evening Schools"*



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HOUGHTON'S SECOND BOOK

E. P. I

SUGGESTIONS TO TEACHERS

THIS book is designed to give practice in English speech and written composition to adult foreigners who have an elementary knowledge of English. It presupposes a small vocabulary and the ability to read and write simple English. To obtain the greatest measure of success, the instructions which follow should be strictly followed.

New Words: The unfamiliar words in any lesson should be made the basis of a thorough oral lesson in which these new words are taken up one by one, developed by dramatization or by means of the dictionary, and then drilled upon orally until the entire class can use every new word with a fair degree of fluency in simple sentences. This preliminary drill is absolutely essential.

Most new and unfamiliar words can best be taught through dramatization, through gesture, or through reference to some article before the class. All prepositions and many adverbs should be taught by gesture. Thus, *under* should be taught by holding the hand or some article under a paper, a book, or a desk, at the same time repeating over and over "I hold my hand under the paper," etc. After this has been taught the teacher must require every pupil to perform some simple action in which this relation is brought out, as "Put your hand under your book." Adverbs like *slowly*, *carefully*, and *quickly* must be taught in exactly the same way.

Every common verb of action should be taught by performing the action indicated. Thus, in teaching the verb *carry*, the teacher should actually carry an article, a book, a basket, or the like, at the same time saying, "I carry this book," "I carry this basket," etc. This should be followed immediately by having a pupil perform the action. Thus, "Carry this box to the window," "Carry your book to my desk," after which the teacher should ask questions to bring out this word in the answer, as "What did you do?" "I carried a book," "I carried a box."

Some verbs, like *produce*, and *settle*, cannot be explained in this way. They can best be taught by reference to a dictionary.

Nouns must be taught by reference to the article named by the noun whenever this is available, or to a picture of it, if possible. Thus, the names of articles of furniture, of parts of the body, or of articles of clothing, should be taught in this way only. Many adjectives, like *slender*, *variegated*, *soft*, and *harsh*, can be taught in the same way.

These new words, once taught, must be used over and over again by the class in sentences which will enable the teacher to determine whether the pupils have grasped the correct meaning, and at the same time give the pupils facility in their use. It is better to drill too much on a word, even to the extent of tiresomeness, than to drill too little and find later that the word was never mastered. It is nearly impossible to give too much oral drill of this type.

The Reading Lesson: A list of unfamiliar words, or words which might be expected to present difficulty, should be placed upon the blackboard as the oral lesson proceeds. These should be drilled upon later to secure correct pronunciation. This work should be done first in concert, then by rows or groups, last by individuals. It is not enough that every pupil hears a word pronounced correctly. He must pronounce it correctly himself, and not only once but many times, in order to habituate himself to its correct sound.

Phonics: The drill on new words should be supplemented by a systematic drill in phonics. In this book the phonic lists comprise words which contain practically all the sounds in the English language, but they should be supplemented by much longer lists written on the blackboard. Prefixes and suffixes should be added to words, whenever possible, to give additional drill.

An effective method of procedure in giving phonic drill follows :

1. The teacher should carefully make the sound to be drilled on, demonstrating slowly the position of the vocal organs.

2. The pupils should make the sound in concert, then by groups, then by individuals.

3. The list of words in the book should be sounded first in concert, then by rows or groups.

4. The words of the list should be spelled in concert by the class, every word being pronounced both before and after it is spelled.

5. Every familiar word should be used orally in a sentence either in a full answer to a question or in a simple original sentence.

Grammar: Do not require the pupil to learn any grammatical terms. Supplement the sentences involving the use of nouns, verbs, and other parts of speech, by many more of the same type. Have the pupils make long lists of names of objects, persons, and places, of modifying words, and of actions possible to the class.

Reading Lessons for Four Pupils: In each of these lessons four pupils must take part. One pupil should give the order, as "Go to the map and find Washington." A second should carry out this order by actually finding this city on the map. A third pupil should ask the question, as "What has he done?" A fourth should read the answer, as "He has found the city of Washington on the map." The teacher should not deviate from this procedure. It is absolutely necessary that the objects read about should be before the class.

Newspapers: Either from the beginning, or as soon as the lessons on advertisements are reached, the pupils should be required to bring English newspapers to class at least once a week, and these should be used as reading lessons. The advertisements are especially valuable, but the simpler news items can be used after judicious editing by the teacher.

Lessons on Citizenship: If the class contains pupils who expect to apply during the year for naturalization papers, all the terms and directions in these papers should be drilled on until every pupil is familiar with them. Instruction should also be given on the local form of government and upon the laws of the United States as embodied in the Constitution.



CONTENTS

LESSON	PAGE	LESSON	PAGE
1. Reading Lesson for Two Pupils	11	24. Reading Lesson for Two Pupils	31
2. The Word "On"	12	25. Phonics and Spelling	32
3. Reading Lesson for Four Pupils	12	26. The Policeman	33
4. Phonics and Spelling	13	27. Words to Study	34
5. Home	13	28. Reading Lesson for Four Pupils. "Through," "Over," "Under"	36
6. Coming Home from Work	14	29. Advertisements	37
7. Phonics and Spelling	16	30. Duties of the Police	38
8. Reading Lesson for Two Pupils	16	31. Writing Lesson	41
9. The Words "In" and "On"	17	32. Words to Study	41
10. About Mr. Smith	18	33. Using Words in Sentences	43
11. Phonics and Spelling	18	34. Using the Right Word	44
12. Preparing Supper	19	35. Trouble with the Plumb- ing	44
13. Reading Lesson for Four Pupils. "Near" and "Under"	20	36. Using Words in Sentences	46
14. Description of the Kitchen	21	37. Reading Lesson for Four Pupils. "Across," "Opposite"	47
15. Writing Lesson	21	38. Reading Lesson for Two Pupils	48
16. At Supper	22	39. The Words "Across," "Opposite," and "Cross"	49
17. Advertisements	24	40. Phonics and Spelling	49
18. After the Day's Work	25	41. Calling a Plumber	50
19. The Words "With" and "By"	27	42. The Plumber Comes	51
20. Reading Lesson for Two Pupils	27	43. The Words "If" and "Unless"	52
21. Phonics and Spelling	28	44. Words used in Plumbing	53
22. The End of the Day	29	45. One or More than One	54
23. Writing Lesson	31		

LESSON	PAGE	LESSON	PAGE
46. Phonics and Spelling	54	76. The Words "Many," "Much," "Both," "All"	86
47. The City Sewers	55	77. The Words "A Few," "A Little," "Several," "Some"	87
48. The Words "In," "Under," "Through"	57	78. Verbs	88
49. One or More than One	57	79. Exercises on Verbs	89
50. One or More than One	59	80. Practice in Describing	92
51. Ownership or Possession	59	81. Phonics and Spelling	92
52. Phonics and Spelling	60	82. The Duties of Firemen	93
53. Abbreviations	60	83. Using Words in Sentences	95
54. Phonics and Spelling	61	84. The Future Tense of Verbs	95
55. The Sick Girl	62	85. The Verb "Will"	96
56. Telephone Lesson for Three Pupils	64	86. The Verbs "Will" and "Shall"	97
57. Reading Lesson for Four Pupils	64	87. "There Will Be"	98
58. Phonics and Spelling	66	88. Phonics and Spelling	99
59. Quarantined	66	89. Insurance	100
60. Telephone Lesson for Two Pupils	69	90. Using Words in Sentences	100
61. The Word "It"	70	91. On Trial	101
62. Phonics and Spelling	70	92. Present and Past Tenses	103
63. The Doctor's Visit	70	93. Writing a Letter	105
64. At the Telephone	72	94. Phonics and Spelling	106
65. The Words "Who," "Whose," "Whom," and "Which"	74	95. The United States	106
66. The Department of Health	75	96. Irregular Verbs	108
67. The Hospital	77	97. The Size of the United States	111
68. Phonics and Spelling	78	98. Irregular Verbs	112
69. The Words "Who," "Which," and "What"	78	99. A Timetable	114
70. The Words "This" and "That," "These" and "Those"	80	100. Phonics and Spelling	115
71. Phonics and Spelling	81	101. The Mountains of the United States	115
72. Some American Proverbs	81	102. Irregular Verbs	118
73. Adjectives	84	103. The Lowlands of the United States	120
74. Adjectives (<i>Continued</i>)	84	104. Irregular Verbs	121
75. Advertisements	85	105. The Rivers of the United States	124

LESSON	PAGE	LESSON	PAGE
106. Reading Lesson for Four Pupils	127	123. The Words "After," "Before," "Since" . .	158
107. Irregular Verbs	128	124. The Words "Till," "Until," "While" . .	159
108. The Lakes of the United States	130	125. The People of the United States	160
109. Reading Lesson for Four Pupils	133	126. "More than," "Longer than," "Shorter than"	162
110. Irregular Verbs	133	127. "As if," "As though" .	163
111. Climate of the United States	135	128. "That," "So that" . .	164
112. "There Is," "There Are"	137	129. Early History of the United States	165
113. "There Was," "There Were," "There Will Be"	138	130. The Words "Because," "Although"	169
114. Farming in the United States	140	131. Review	170
115. The Verb "May"	144	132. Settling the Country . .	171
116. The Verbs "Must" and "May"	146	133. "Such as," "As much as," "As tall as," "As soon as"	173
117. The Verb "Should" . .	147	134. "When," "Where," "Whenever," "Wher- ever," "As"	174
118. The Verb "Can"	149	135. How to Become a Citi- zen of the United States	175
119. The Manufactures of the United States	150	The First Paper	177
120. The Words "And," "Or," "Either"	153	The Second Paper	178
121. How Things are Made .	155		
122. Farm Products	155		

THIS BOOK

THIS book is written for men and women who can speak, read, and understand a little English and who wish to learn more and better English.

You were born in a foreign land, and you have come to the United States to live. You need to know the English language well, so that you can understand the people whom you meet here, and those with whom you do business.

You find here new ways of living, new ways of doing things, and new laws. This book is written not only to help you to use the English language better, but also to teach you some of our American manners, customs, and laws. It may aid you to make a better living in your new home. Above all, it should help you to make of yourself a good citizen of the great country to which you have come.

SECOND BOOK IN ENGLISH

1. READING LESSON FOR TWO PUPILS

Read the following sentences, filling the blanks:

1. What is your name?
2. My name is — — .
1. On what street do you live?
2. I live on — — .
1. In what city do you live?
2. I live in the city of — .
1. On what street is this school?
2. This school is on — — .
1. Where do you work?
2. I work on — — .
1. Where did you live before you came to the United States?
2. I lived in — .
1. Where were you born?
2. I was born in — .
1. Can you speak English?
2. Yes, I can speak some English.
1. Can you read English?
2. Yes, I can read English a little.
1. Can you understand English?
2. Yes, I can understand English better than I can speak or read it.

2. THE WORD "ON"

Read the following sentences:

I live on Sears Street. I work on Main Street. I ride to my work on a car. I walk on the sidewalk. The car runs on steel rails on the street.

This room is on the third floor of this building, and the building is on Main Street. My desk stands on the floor, and my paper, pencils, and pens lie on my desk.

I carry my dinner pail on my arm. I came to America on a steamer. The company has built a new shop on Adams Street.

3. READING LESSON FOR FOUR PUPILS

(Three pupils to read; one to perform the action.)

To THE TEACHER.—Before taking this lesson, please read and follow implicitly the instructions on page 5.

Read the following sentences, filling the blanks:

1. Put your hand on your desk.
2. What is he doing?
3. He is putting his hand on his desk.
1. Put your hand on a chair.
2. What is —— doing?
3. —— is putting —— hand on a chair.
1. Place your books on your teacher's desk.
2. What is —— doing?
3. —— is laying —— books on —— teacher's desk.
1. Put the books back on their owner's desk.
2. What is —— doing?
3. —— is placing the books on their owner's desk.

4. PHONICS AND SPELLING

TO THE TEACHER. — The words in the Phonic Lists in this book are designed as aids in reading and pronunciation, not primarily for use in oral or written English. Most of the words, however, can be used in spelling exercises or in oral or written exercises. To be of the greatest use, the words of the lists should be repeated by the class and by individuals, over and over again, until the correct sounds are habitual.

The English letter *a* has many sounds. Four of these sounds are shown in the lists below.

(ad)	(ade)	(ard)	(all)
bad	fade	card	call
had	wade	hard	fall
lad	made	lard	hall
pad	grade	ardor	tall
sad	spade	larder	ball
mad	shade	pardon	wall

5. HOME

place	country	father	people
home	United States	mother	language
house	child	Europe	living

The place where I live is called my home. The house I live in is called my home. The country in which I live is also called my home. The United States is my home.

When I was a child my home was with my father and mother. Some of us had a home in Europe before we came to the United States. Now we must make a new home here among strange people in a strange country. I must learn a new language, new laws, and new ways of living.



6. COMING HOME FROM WORK

coming	children	concrete	radishes
tired	dinner	asphalt	tomatoes
o'clock	supper	pretty	potatoes
afternoon	hungry	vegetable	cabbages
carpenter	story	lettuce	chickens

Mr. Smith is coming home from work. He has worked all day and he is very tired. He left home at seven o'clock in the morning to go to work. Now it is half-past five o'clock in the afternoon. He carries his dinner pail on his arm. In his hand he has a bundle of tools. He is a carpenter.

His children have run out to meet him. They are very glad to see their father coming home. The

boy will carry the tools. The girl wishes to carry the dinner pail.

Mrs. Smith, his wife, is waiting for him. She is glad to see her husband coming home. She has his supper all ready for him, for she knows that he is very hungry.

Mr. Smith's home is on a quiet street not far from his work. The house is made of wood, and it is one story and a half high. It stands near the street, on a lot one hundred feet long and thirty feet wide. Around the lot is a wooden fence. In front of the house is a concrete sidewalk. The street in front is made of asphalt.

Between the house and the street is a pretty garden in which are flowers and bushes. Behind the house there is a vegetable garden in which Mr. Smith raises lettuce, beans, radishes, tomatoes, potatoes, and cabbages. He saves money by raising his own vegetables instead of buying them. He has a few chickens, too.



7. PHONICS AND SPELLING

(ad)	(ag)	(an)	(ack)
sad	bag	man	back
lad	drag	fan	sack
glad	lag	ran	lack
pad	brag	plan	track
had	tag	scan	package
bad	wagon	than	cracker
(ank)	(ash)	(atch)	(ax)
bank	dash	catch	tax
sank	sash	patch	wax
tank	hash	latch	lax
drank	flash	match	flax
crank	splash	scratch	relax
flank	smash	snatch	climax

8. READING LESSON FOR TWO PUPILS

Read the following sentences, filling the blanks:

1. Where is your home?
2. My home is on — Street.
1. Where was your home when you were a child?
2. My old home was in — in —.
(town) (country)
1. Is your home near your work?
2. —.
1. Do you take a car from your home to work?
2. —.
1. How long does it take you to go from home to work?
2. — —.

1. At what time must you leave home?
2. I must leave home at ____.
1. Are you working in the daytime or at night?
2. I work from ____ until ____.
1. What time do you get home from work?
2. I reach home at ____.

9. THE WORDS "IN" AND "ON"

Read the following sentences:

1. I am in school now. This school is in a large city.
2. I sit in a schoolroom. There are many pupils in my room.
3. I work in a factory. I live in a house.
4. The man carries his dinner in a dinner pail.
5. He reaches work in time every morning.
6. He lives on Main Street.
7. People are walking on the sidewalk.
8. My book is on my desk.
9. School began on Monday.
10. I wrote my name on a piece of paper.

Read these sentences, filling the blanks with in or on:

11. I sleep — a bed and get up — the morning.
12. The man carries his money — a purse — his pocket.
13. He sits — a chair — his sitting room and eats — his dining room.
14. I work — a shop — Grand Street.
15. I ride to my work — a car.
16. Mr. Nowak lives — the first house — the street.

17. The woman can see her face — a mirror.
18. The carpenter carries a jack plane and a backsaw — his tool box.
19. Mrs. Smith has supper ready — the table — the dining room.
20. The children have been — school all day.
21. Mr. Smith has a back door and backstairs — his house.
22. Mrs. Smith has a sack of flour — the kitchen.

10. ABOUT MR. SMITH

1. Tell where he has been.
2. Tell what he is doing now.
3. Tell what he is carrying.
4. Tell what his trade is.
5. Tell who are coming to meet him.
6. Tell who are waiting at the gate.
7. What do you call his wife?
8. What do the children call Mr. Smith?
9. What do they call Mrs. Smith?

11. PHONICS AND SPELLING

(ave)	(aze)	(ai)	(ay)
brave	haze	bail	day
grave	maze	fail	gray
shave	blaze	sail	may
save	graze	main	play
slave	daze	brain	sway
wave	glaze	grain	stay



12. PREPARING SUPPER

preparing	opposite	kettles	towel
kitchen	faucets	shelves	cooking
meals	water	carpet	boiling
stove	pantry	dirty	baking

This kitchen is in Mr. Smith's house. It is the room where Mrs. Smith cooks the meals. A stove stands on one side of the kitchen and a sink stands on the opposite side. There are two faucets at the sink. One is for cold water and the other is for hot water. The water is heated in the hot water tank which you can see in the corner back of the stove. A pantry holds the dishes, pans, and kettles on shelves. The kitchen floor is bare. It has no carpet on it, but it is very clean.

Mr. Smith has just come in from work. He is dirty after working all day at his trade. He will wash his hands and face and dry them with a towel.

Mrs. Smith is cooking supper. Two kettles stand on the stove. The water is boiling. Mrs. Smith is looking at some loaves of bread in the oven. They have been baking for an hour and are all ready to eat.

**13. READING LESSON FOR FOUR PUPILS. THE WORDS
“NEAR” AND “UNDER”**

(Three pupils to read, one to perform the action. See page 5.)

Read the following sentences, filling in the blanks:

1. Put your hand under your desk.

2. What is —— doing?

3. —— is putting —— hand under —— desk.

1. Place your hand under your book.

2. What is —— doing?

3. —— is placing —— hand under —— book.

1. Lay your book under your desk.

2. What is —— doing?

3. —— is laying —— book on the floor under —— desk.

1. Stand near the teacher's desk.

2. What is —— doing?

3. —— is standing near the teacher's desk.

1. Stand near a window.

2. What is —— doing?

3. —— is standing near a window.

1. Sit near the right edge of your seat.

2. What is —— doing?

3. —— is sitting near the right edge of —— seat.

Look at the picture of the kitchen and read these sentences, filling the blanks with near, under, in, or on:

1. The soap is —— the sink.

2. The stove is —— the wall.

3. The sink is —— the faucets.
4. The hot water tank is —— the stove.
5. The pantry is —— the stove.
6. The chair stands —— the sink.
7. Mrs. Smith stands —— the stove.
8. The hot-water tank stands —— the door.
9. The bread is —— the oven.
10. The meat is —— the kettle —— the stove.

14. DESCRIPTION OF THE KITCHEN

Tell three things about the kitchen, using these words:
stove, sink, pantry, floor, cooking.

Tell three things about the sink, using:
water, faucets, hot, cold, washes.

Tell three things about the stove, using:
coal, burns, is made of, iron, cooking, meat, kettle.

15. WRITING LESSON

1. Write a list of the names of things in Mrs. Smith's kitchen.
2. Write a list of the names of persons in Mr. Smith's family. Begin these with capitals.
3. Write a list of the articles on the stove in the kitchen.
4. Write a list of the articles on the dining table.
5. Tell just how to place a knife, a fork, and teaspoons on a table.
6. Tell what should be placed at the father's end of the table.



16. AT SUPPER

everybody	family	teaspoons	sugar
breakfast	dining room	napkin	platter
butter	easily	picture	carving
clothes	knife	pitcher	shakers

Supper is ready. Everybody is hungry after a long day's work. Mr. Smith had his breakfast early in the morning and carried his lunch in his dinner pail. The children had their breakfast with their father in the morning and then went to school. They had lunch at noon and they ate some bread and butter when they came home. Mrs. Smith has worked hard all day cleaning the house, cooking, and making clothes for the children.

The family do not eat in the kitchen, for it is small and hot. They eat in the dining room, which is next

to the kitchen. The food and dishes can be carried easily from the pantry and the kitchen to the dining room. It has a dining table and chairs, which are better than the kitchen chairs and table.

Mary has set the table. On the table she has placed a plate for each of the family. At the right of each plate she has placed a knife and two teaspoons. At the left of the plate she has put a fork. Near the plate she has laid a napkin and a glass. This picture shows how everything is placed.



At one end of the table Mary has put a teapot, a milk pitcher, and a sugar bowl. Mrs. Smith sits there and she will pour the tea. At the other end of the table Mary has placed the meat and the potatoes. Near the platter of meat she has laid a carving knife and fork. Beside the vegetable dish she has laid a tablespoon. Mr. Smith will carve the meat and serve it and the potatoes, and Mary will pass them.

Near the middle of the table are plates with bread and butter. The salt and the pepper are in shakers on the other side of the table. In the center of the table Mary has placed a bunch of flowers from the garden.

After the supper has been eaten, Mary and her mother will carry the dishes into the kitchen. They will put them into the sink, wash them in hot water, and dry them with a clean towel. Then Mary will place them on the shelves in the pantry. She will put the food that was not used in the pantry or in the ice chest.

17. ADVERTISEMENTS

advertises	advertisements	agent	positions
newspaper	employment	labor	quickly

Often when a man has something to sell he advertises it in the newspapers. If you want to buy something you should read the advertisements to see where you can buy what you want cheapest and best.

If a man wants to hire men to work for him he advertises in the newspapers. You should read these advertisements every day to see whether there is any work advertised that is better than what you are doing.

Read the following advertisements and pick out one that you might answer:

WANTED — Lathe hands, \$3; blacksmith, \$3; boiler maker helpers, \$2; rivet heaters, \$1.50; tinsmith, \$3; carpenters, \$4.50; fireman with license, \$15; auto washer, \$15; auto repairman, \$18; machinists, \$3; drill press hands, \$2; press hands, \$2; ten carpenter helpers, \$2.50. Apply, 75 Ellicott Square.

WANTED — 25 Laborers, factory work, \$1.80 per day. Labor Supply House, 23 Seneca St.

WANTED — Fireman, porter, teamsters, farm help. Also married men for farms. MURPHY, 31 Franklin St.

WANTED — Positions will be found for experienced farm hands free of charge by applying at Department of Agriculture, 627 White Bldg.

WANTED — Cooks, pantry girls, chambermaids, waitresses, housekeeper, housemaids. 13 East Swan, Room 5.

All these advertisements were put into the newspaper by an employment agent or a labor agent. Most of these agents charge a fee for finding work for men and women. But they have a great many positions to offer and so you will often find work through them more quickly than you could by yourself.



18. AFTER THE DAY'S WORK

finished	reading	comfortable	covered
eaten	heavy	rocking-chair	bookcase
together	slippers	learning	magazines
sitting room	sewing	lessons	furnace
easy	mending	enough	cellar

Mr. Smith and his wife have finished their day's work. They have eaten their supper, and Mrs. Smith has washed the dishes and has put them away in the pantry. Now the family are sitting together in the sitting room.

Mr. Smith is reading a newspaper. He is sitting in an easy chair. He has taken off his heavy shoes and has put on his slippers.

His wife is sewing. She is mending a hole in John's coat. The children tear their clothes very quickly and their mother has hard work to keep them looking neat. She is sitting in a comfortable rocking-chair.

John is doing his school work. He is learning his lessons for to-morrow. Near him on the table are his school books.

Mary is reading a story called "The Three Bears." She has learned to read in school and she likes to read whenever she has time.

Anna is putting her dolls to bed. She is not old enough to read, but she likes to play with dolls.

The floor of the sitting room is covered with a carpet. The walls are covered with wall paper. A bookcase stands on one side of the room. A table in the middle of the floor holds some books and magazines. There is no stove in the room. A furnace in the cellar keeps the house warm. The room is lighted by gas.

1. Tell about the sitting room, using these words :
light, warm, comfortable, easy chair, rocking-chair, fire, gas, bookcase.
2. Tell about Mr. Smith, using these words :
easy chair, near, slippers, comfortable, tired, day's work.
3. Tell about Mrs. Smith, using these words :
rocking-chair, tired, comfortable, sewing, day's work, mending, coat, torn.
4. Tell about John, using these words :
writing, lessons, near, on the table, books.
5. Tell about Mary, using these words :
book, story, stories, read, reading, girl.
6. Tell about Anna, using these words :
playing, dolls, little, small, young, younger, youngest.

19. THE WORDS "WITH" AND "BY"

Read the following sentences, filling the blanks with by or with:

1. Anna goes to school —— Mary.
2. She writes —— a pencil.
3. She plays —— her dolls.
4. She is a pretty child —— light hair.
5. John sharpened his pencil —— a knife.
6. He writes —— a pen.
7. Mrs. Smith sews —— a needle and thread.
8. She cuts cloth —— scissors.
9. Mr. Smith sits —— the fire.
10. The street car runs —— the house.
11. You work —— the day; I work —— the hour.
12. Mrs. Smith buys meat —— the pound and potatoes —— the peck.
13. I cut wood —— an ax.
14. Mary lives —— her father.
15. Anna plays —— her dolls.
16. The striker was hit —— a stone.
17. Handle —— care.
18. The grocer sells apples —— the peck.

20. READING LESSON FOR TWO PUPILS

To THE TEACHER.—One pupil should read the question, another the answer.

Read the following sentences:

1. What is Mr. Smith reading?
2. He is reading a newspaper.
1. In what is he sitting?
2. He is sitting in an easy chair.

1. Where is he sitting?
2. He is sitting near the light.
1. What is Mrs. Smith doing?
2. She is sewing. She is mending John's coat.
1. In what is she sitting?
2. She is sitting in a comfortable rocking-chair.
1. What is Anna doing?
2. Little Anna is putting her dolls to bed.
1. What is Mary reading?
2. She is reading the story of "The Three Bears."
1. What is John doing?
2. He is studying his lessons.
1. Where are the family sitting?
2. The family are sitting in the sitting room.
1. Where did they eat their supper?
2. They ate their supper in the dining room.
1. Where did Mrs. Smith cook the supper?
2. She cooked it in the kitchen.
1. Where did Mary put the dishes that were on the dining-room table?
2. She put them away in the pantry.

21. PHONICS AND SPELLING

(ask)	(ass)	(are)	(air)
ask	pass	care	air
task	grass	dare	chair
bask	glass	share	pair
flask	mass	parent	fair
mask	brass	beware	hair
basket	class	compare	stair



22. THE END OF THE DAY

TO THE TEACHER.—This lesson requires a small model bed such as is used in the domestic science class.

sleep	quilt	pillows	mirror
dresser	sheets	feathers	comb
bedclothes	thicker	mattress	hairbrush
blanket	cotton	drawers	ceiling

Mary and Anna sleep together in one bed. Their bed and a dresser are in their bedroom. The bed stands by the wall and the dresser is near the foot of the bed.

The bed is made of iron. It is covered with bedclothes. The bedclothes are the blanket, the quilt, and the sheets. The blanket is thicker than the sheets or the quilt. It is made of wool. The quilt is thicker than the sheets. The sheets are made of thin cotton cloth. These bedclothes keep Mary and Anna warm. The blanket is used only in winter when the room is cold.

At the head of the bed are two pillows. These are made of cotton sacks filled with feathers. The feathers make the pillows very soft.

Under the bedclothes is a mattress made of cotton and under this is a spring mattress made of steel wire.

The dresser is made of oak. It has three drawers and a mirror. The drawers are used to hold the children's clothing. On the top of the dresser there is a comb and a hairbrush. On the floor of the bedroom there is a neat carpet. Pretty wallpaper covers the walls and the ceiling. The window is wide open. The children always sleep with their window open.

Read the following sentences, filling the blanks with in, on, by, near, or under.

1. The little girls sleep —— bed.
2. Their heads rest —— the pillow.
3. Their clothes are —— the dresser drawers.
4. The bed is —— the wall.
5. The dresser stands —— the bed.
6. The blanket is —— the bed.
7. The quilt is —— the blanket.
8. The sheets are —— the quilt.
9. The mattress is —— the bedclothes.
10. There are three drawers —— the dresser.
11. A comb lies —— the dresser.
12. Tell about a blanket, using these words :
thick, warm, wool, thicker.
13. Tell about a sheet, using these words :
thin, cotton, white, clean.
14. Tell about a bed, using these words :
iron, white, rods, thick, thin, flat, round.

23. WRITING LESSON

1. Write a list of articles in the bedroom.
2. Write a list of articles in the sitting room.
3. Write a list of ten cities of the United States.
4. Write a list of ten streets in your city.
5. Write a list of five great Americans.
6. Read aloud all these lists.

24. READING LESSON FOR TWO PUPILS

TO THE TEACHER.—One pupil should read No. 1, another No. 2, and at the same time touch the article named.

Read the following sentences:

1. Put your hand on a thin book.
2. This is a thin book.
1. Find a thick book.
2. This is a thick book.
1. Find a thin piece of wood.
2. This piece of wood is thin.
1. Show me a thick piece of wood.
2. This door is made of a thick piece of wood.
1. Show me something that is flat.
2. This book is flat.
1. Name three things that are flat.
2. This floor is flat, the top of the table is flat, and a board is flat.
1. Name one thing that is flat and thin.
2. Paper is flat and thin.
1. Find something that is flat and thick.
2. This big book is flat and thick.
1. Show me something that is round.
2. This pencil is round.

1. Name some other things that are round.
2. A baseball is round and so is an orange. The world is also round.
1. Name something that is soft.
2. A pillow is soft.
1. Is this pencil thick or slender?
2. The pencil is slender.
1. Is a penholder thick or slender?
2. It is slender.
1. Name some other slender things.
2. A wire is slender, a small nail is slender, the glass in a thermometer is slender.
1. Name some things that are thick.
2. The leg of that table is thick and round. That book is thick.
1. Is your arm thick or slender?
2. It is thick.
1. Is your body thicker or more slender than your arm?
2. My body is thicker than my arm.

25. PHONICS AND SPELLING

(ar)	(ar)	(aw)	(aw)
car	dark	law	flaw
far	hark	saw	claw
bar	harm	raw	jaw
jar	farm	straw	gnaw
mar	hard	draw	paw
star	card	thaw	seesaw



26. THE POLICEMAN

knock	trouble	minutes	report
opened	hurried	dreaming	station
policeman	windows	entered	night
evening	escaped	address	officer

Mr. and Mrs. Smith were sitting in their sitting room alone. They heard a knock at the door. Mr. Smith opened it and found a policeman standing at the door.

Mr. Smith. Good evening. Won't you come in? What is the trouble?

The Policeman. I came to tell you that I just saw a man trying to force one of your windows open. I hurried to catch him; but he saw me coming and ran down the street. I chased him for two blocks; but I lost him in the dark behind some trees and he escaped.

Mr. Smith. Which window was he trying to enter?

The Policeman. It was the second window on the other side of the house.

Mrs. Smith. That is the girls' bedroom window. They were awake a few minutes ago and told me that they heard something at the window; but I thought that they had been dreaming.

The Policeman. Please see if he entered and stole anything.

Mr. Smith. No, he did not get the window open. Here is a steel bar that he tried to open it with. I found it under the window where he dropped it when he saw you.

The Policeman. I will take that with me. Please write your name and address in my book. I must make a report of this at the police station. Thank you. Good night.

Mr. Smith. Good night, officer.

27. WORDS TO STUDY

enter	late	try	drop
o'clock	chase	tried	lose
early	thief	steal	find

Read these sentences:

1. The pupils entered this room at half past seven o'clock.

2. Our teacher comes into the room early.

3. The teacher enters the room earlier than the pupils.

4. The pupils come to school later than the teachers.
5. Eight o'clock is later than seven o'clock.
6. Ten o'clock is earlier than eleven o'clock.
7. I go to work earlier than my teacher.
8. I work much later than my neighbor next door does.
9. He gets home at five o'clock, but I get home at six o'clock.
10. He goes to work later than I do.
11. He goes at eight o'clock and I go at half past seven.
12. The policeman chased the thief.
13. The policeman ran after the thief.
14. The man chased a car two blocks.
15. A dog chased our cat down the street.
16. Two big boys chased a little boy into the school.
17. A thief tried to enter the room. He tried to steal my money.
18. I tried to get on a car, but it was full of people.
19. I try to get home for supper.
20. Every pupil tries to come to school every morning.
21. If your money drops out of your pocket you will lose it.
22. The carpenter dropped a board on his foot.
23. The woman dropped a kettle of boiling water on her foot.
24. The policeman lost his badge and a boy found it.
25. If the factory shuts down you will lose your job.
26. Did you find a purse on the stairway?
27. If you find the money that I lost I will give you half.

**28. READING LESSON FOR FOUR PUPILS—“THROUGH,”
“OVER,” “UNDER”**

To THE TEACHER.—Read the instructions on page 5.

1. Push your pencil through your paper.
2. What has —— done ?
3. —— has pushed —— pencil through the paper.
1. Put this string through your buttonhole.
2. What is —— doing ?
3. —— is putting a piece of string through a button-hole in —— coat.
1. Walk through the doorway.
2. What is —— doing ?
3. —— is walking through the doorway.
1. Try to push a pencil through the keyhole.
2. What is —— trying to do ?
3. —— is trying to push a pencil through the key-hole of that door.
1. Hold your right hand over your head.
2. What is —— doing now ?
3. —— is holding —— right hand over —— head.
1. Hold your book under your desk.
2. What is —— doing ?
3. —— is holding —— book under —— desk.

Use these phrases in sentences:

through the sheet of paper	through a hole in my
under the table	pocket
over my head	under the car
through the glass	over the stove
under the tree	through a car window
over the street	through the kitchen
through the gate	under the sink

29. ADVERTISEMENTS

Read the advertisements below:

These advertisements were put into a newspaper by people who wanted workers. They were not put in by employment agents. To get any of this work you would go to the addresses which are given in the advertisements and ask for it.

HELP WANTED MALE

WANTED — Two carriage painters. Grad, 718 Broadway.

WANTED — Glass bevelers. Apply Pittsburgh Plate Glass Company, 373 Pearl St.

WANTED — A married man for laundry delivery wagon. Must furnish references, bond, and contract. Address by letter only to Parkhill & Hart Laundry. Main and Ferry St.

WANTED — Barber for Saturdays, \$4.50. 1095 Broadway.

WANTED — First-class trouser maker. 364 Virginia St.

WANTED — Cylinder pressman. The Courier Company, 197 Main St.

WANTED — Young man, experienced in measuring lumber. The Lounge Co. Exchange St.

HELP WANTED FEMALE

WANTED — Cleaning girls. Apply Deaconess hospital, 563 Riley St.

WANTED — Immediately, apprentice girl for tailor. 599 Main St.

WANTED — Middle-aged woman for general housework; good wages; references. 905 Elmwood Ave.

WANTED — Competent girl for general housework; adults only; references. 67 Longnecker St.

WANTED — Capable girl; general housework; two in family; references. 171 St. James Place.

WANTED — Girl for general housework; good wages; no washing. Call 143 Allen St., between 6 and 8 P.M.

To THE TEACHER. — Ask your pupils to bring in newspapers to the next class and have them read advertisements and news items.



30. DUTIES OF THE POLICE

servants	department	headquarters
protect	usually	certain
property	superintendent	several
enforce	manage	patrol
laws	entire	telephone
cities	divided	busy
villages	precinct	automobiles
taxes	captain	danger

Policemen are the servants of the people. They are paid to protect their lives and their property. To do this they must enforce the laws that have been made to protect lives and property.

Policemen or police officers are to be found in all cities and in many large villages. They are paid by the city or village. The money to pay them is raised by taxes upon the property of the city or village. In large cities there is a department called the Department of Police. At the head of this department there is usually a Superintendent of Police whose duty it is to manage the work of the police in the entire city.



The city is divided into parts called police precincts. In each precinct there is a police station. Each precinct is in charge of a captain of police, who has his headquarters at the station. There are a number of police officers in each precinct and they have their headquarters at the station. A precinct in which a great number of people live has many officers. A precinct where there are few people has few officers.

Each officer has a certain number of streets to take

care of. This is called his beat. Where there are many people he may have only a few blocks. In the country or where there are few houses he may have a beat which takes him over several miles.

At some street corners there are patrol boxes. In these boxes there are telephones. A policeman can



telephone to the police station at any time. If there is need for more officers he can call the station, and the captain will at once send more men in a patrol wagon.

Policemen are paid by the people to protect their lives and their property. Police officers are stationed at busy street corners to keep people from being hurt by wagons and automobiles. They are stationed wherever there are a great many people in a crowd, so that no one will be hurt. They keep order on the street at all times. They patrol their beats over all the city, keeping watch over the property of the people. They are paid to help any one who is in danger or whose

property is in danger in any way. They are paid to enforce the laws that the people have made.

31. WRITING LESSON

Write these sentences, filling the blanks:

1. The officer at the head of all the police officers in this city is called a ——.
2. The officer in charge of a precinct is called a ——.
3. The nearest police station is on —— Street.
4. A police officer's duty is to ——.

32. WORDS TO STUDY

<i>crowd</i>	<i>regiment</i>	<i>pile</i>	<i>drove</i>
<i>people</i>	<i>group</i>	<i>heap</i>	<i>herd</i>
<i>army</i>	<i>class</i>	<i>forest</i>	<i>flock</i>
<i>congregation</i>			

Read these sentences:

1. A *crowd* is made up of many people. A crowd gathered quickly when the automobile killed the man.
2. *People* are men, women, and children. Many people live on our street.
3. An *army* is made up of many soldiers. The Belgian army fought the German army at Liege.
4. A *regiment* is composed of soldiers. It is a part of an army. A regiment is made up of about one thousand soldiers.
5. When we think of things together we use the word *group*. A crowd is a large group of people. Men stand in small groups in front of the church. A few small groups of trees stood near the road.
6. A *class* means a number of people grouped together for some particular reason. This is a class of

men who are studying English. The group in the next room is a class in sewing. We sometimes speak of the rich class, or the poor class, or the working class.

7. *Pile* and *heap* both mean a number of things laid together. Coal is thrown off a wagon and makes a pile. Men saw wood and put it in a pile. Section men on a railroad carry steel rails into piles. A large pile of hay is called a stack. There are forty bushels of apples in that pile. There are great piles of coal at the mines. After the snowstorm there were heaps of snow in the streets. The books lay on the table in piles of twenty. When the contractors dug the cellar for that house, they left the dirt in a great heap. A pile of wood eight feet long, four feet high, and four feet wide is called a cord.

8. A *forest* is made up of many trees. When the first white people came to America the land was covered with forests. Now the forests are cut down in most places. Small forests still cover the higher hills and the mountains. Small forests are called woods. Lumbermen work in the forests cutting down trees.

9. Many animals taken together are called a *drove*, a *herd*, or a *flock*. A group of many cattle is a herd or a drove. Many sheep together are called a flock. We also speak of "a flock of birds." The farmer owned a herd of thirty cows, and a flock of two hundred sheep. In the fall, great flocks of birds fly to the South. Birds of the same kind fly in the same flock. This is why we say, "Birds of a feather flock together."

10. The people who go to church are a *congregation*. A church is usually built by its congregation.

33. USING WORDS IN SENTENCES

Read these sentences, filling the blanks with words learned in the preceding lesson.

1. A —— of men stood at the gate of the mill.
2. This is a —— in English.
3. A little boy was lost in the ——.
4. A —— of people filled the hall.
5. A —— of women and children went to the parks.
6. Every train carried a —— of people.
7. Every night during the hot weather a —— of people slept in the parks.
8. A policeman pushed his way through the ——.
9. The —— of people looked up at the aëroplane.
10. The —— of people broke up into little ——.
11. Small —— of men stood on the street corners.
12. Each teacher took a small —— of children.
13. The leader of each —— carried a small flag.
14. A small —— of women knelt in front of the church.
15. The Russian —— fought in Poland.
16. A general led the —— up to the walls of the city.
17. An army is made up of ——.
18. At the back of the farmhouse is a great —— of wood.
19. Huge —— of coal stand along the railway.
20. Under the trees lie —— of red apples.
21. In the yard of the Steel Plant are great —— of steel rails.
22. Behind the mills are immense —— of logs.
23. All that was left of the building was a —— of bricks.

24. On the farm is a —— of forty cows.
25. The hill was covered with —— of sheep.
26. Every —— of sheep had its shepherd.
27. A —— of black birds flew out of the wheat field.
28. A —— of wild geese flew down to the lake.
29. The —— left the church.
30. The —— stood when the priest raised his hand.
31. The church is too small for its ——.
32. The —— raised money for a new church.

34. USING THE RIGHT WORD

Use the names in List No. 1 with phrases in List No. 2:

LIST No. 1

crowd
flock
herd
congregation
committee
family
class
army
navy
court
audience
fleet

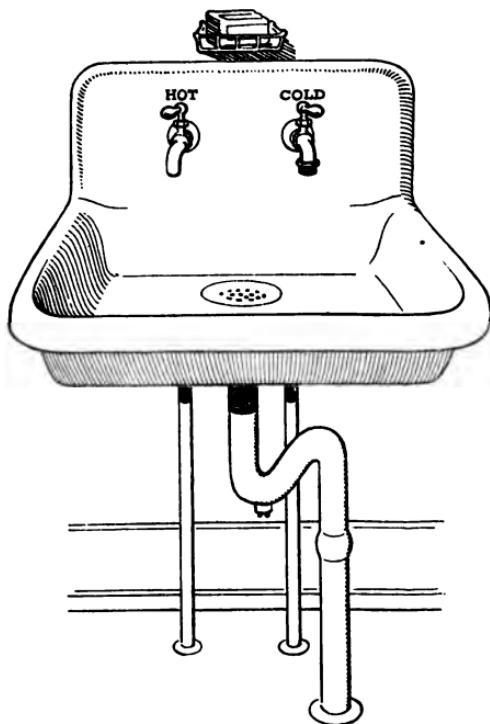
LIST No. 2

on the street
in the field
of sheep
of birds
at church
in a tiny house
across the river
across the ocean
of steel steamers
in the hall
to the speaker
of five men

35. TROUBLE WITH THE PLUMBING

waste	plumber	grease	bottom
blocked	probably	lead	screw
obliged	trap	sewer	wrench

One morning Mrs. Smith came into her kitchen and found that the floor was covered with water. The



water was running out of the sink. It came from one of the faucets which she had not turned off the night before. She cleaned the floor and dried it, but the water in the sink would not run out. When Mr. Smith came home from work she asked him what the trouble was.

Mrs. Smith. John, when I came into the kitchen this morning after you went to work the floor was covered with water and the sink was full, too. I had left the water running, but it did not run out of the waste pipe. What is the trouble?

Mr. Smith. It looks as if the waste pipe were blocked up so that the water cannot run out. After supper I

will try to open it with a wire. If I cannot open it I shall be obliged to call in a plumber to open it for us.

Mrs. Smith. Where can it be blocked?

Mr. Smith. It is probably blocked in the waste pipe just under the sink in the trap. The trap may be filled with dirt or it may be filled with fat and grease that have run in when the kettles were washed.

Mrs. Smith. Which is the trap?

Mr. Smith. The trap is this bent pipe just under the sink. It is made of lead. The bend in it holds water which keeps gas from coming back up the pipe from the sewer. It has a hole at the bottom of the bend which is covered with a screw cap. If I can turn this screw I can run a wire up through the dirt and get the water running.

Mrs. Smith. Can you turn it?

Mr. Smith. No, it is too tight and I have no wrench to turn it with. Besides, the pipe may be blocked lower down where I cannot open it. I think that I will telephone for a plumber to come. He will charge me eighty cents an hour for the time he works.

36. USING WORDS IN SENTENCES

Read these sentences, filling the blanks with the words below:

covered	run, runs	lead
faucets	waste pipe	blocked
turned off	trap	plumber

1. The floor was —— with water.
2. The windows are —— with dirt.
3. A tree is —— with leaves.
4. There are two —— in our sink.

5. —— are made of brass.
6. Water runs out of the ——.
7. The —— is fastened to the water pipe.
8. The water was —— by the plumber.
9. A city inspector —— the water in a house because the water bill was not paid.
10. When the faucets are turned on the water ——.
11. When the faucets are turned off the water does not ——.
12. The water in the sink —— out of the waste pipe.
13. The water in the sink —— through the waste pipe to the sewer.
14. It —— through the trap.
15. The water runs from the —— through the ——.
16. The —— is made of ——.
17. When the water is blocked we call in a ——.
18. Water pipes are repaired by ——.

**37. READING LESSON FOR FOUR PUPILS — “ACROSS,”
“OPPOSITE”**

(Three pupils to read; one to perform the action.)

Read the following sentences, filling the blanks:

1. Lay your pencil across your book.
2. What has —— done?
3. —— has laid —— pencil across that book.
1. Lay this ruler across your desk.
2. What is —— doing?
3. —— is laying a ruler across the top of —— desk.
1. Draw your hand across the top of your desk.
2. What is —— doing now?
3. —— is drawing —— hand across the top of —— desk.

1. Draw a line across a sheet of paper.
 2. What has —— done?
 3. —— has drawn a pencil line across a sheet of paper.
1. Walk across the room to a window.
 2. What is —— doing?
 3. —— is walking across the room.
1. Walk across the room and lay your reading book on a desk near the door.
 2. What has —— done?
 3. —— has walked across the room and laid —— book on a desk.
1. Put your hand on the desk opposite yours.
 2. What has —— shown us?
 3. —— has shown us the seat opposite ——.
1. Show us the opposite sides of this room.
 2. What has —— done?
 3. —— has shown us the opposite sides of this room.
1. Show us the opposite ends of this room.
 2. What has —— shown us?
 3. —— has shown us the opposite ends of this room.

38. READING LESSON FOR TWO PUPILS

(One pupil to read; the other to perform the action.)

Lay your hands on the opposite sides of your desk.

Put your hands on the opposite ends of your desk.

Show me the opposite corners of the room.

Show me the opposite corners of the book.

Lay your ruler across your paper so that it touches opposite corners.

39. THE WORDS "ACROSS," "OPPOSITE," AND "CROSS"

Read these sentences:

1. Mr. Lock lives across the street from me.
2. He lives on the opposite side of the street.
3. I came across the Atlantic Ocean.
4. Germany and the United States are on opposite sides of the Atlantic Ocean.
5. Steamers cross the ocean.
6. A strange man walked across the street.
7. The man across the street looks like a Russian.

*Read the following sentences, filling the blanks with the words *across*, *opposite*, or *cross*.*

1. I walked —— the room.
2. I lay my pencil —— my book.
3. I draw a line —— my paper.
4. I —— the street when I walk to school.
5. The store is —— the street from the school.
6. The two doors are on —— sides of the room.

40. PHONICS AND SPELLING

The English letter *e* has many sounds. Two of these sounds are in common use. These two sounds are heard in *bed* and *me*. In the words below, the letter *e* has the sound of *e* in *bed*.

(ed)	(ell)	(ent)	(ench)
bed	sell	bent	bench
fed	fell	sent	French
led	tell	cent	drench
fled	well	dent	quench
shed	spell	lent	trench
bred	smell	scent	wrench

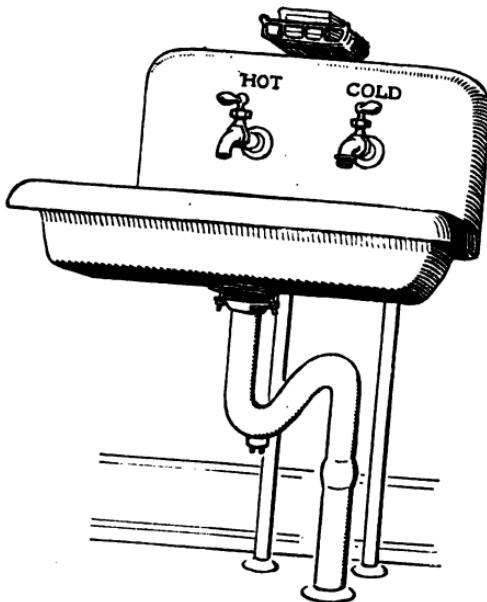
(ence)	(ess)	(ead)	(eat, ect)
hence	chess	head	threat
fence	dress	bread	sweat
whence	less	spread	threaten
thence	stress	ahead	direct
pence	address	thread	collect
commence	confess	instead	respect

41. CALLING A PLUMBER

calling	break	farther
repairs	please	good-by

The sink in Mrs. Smith's kitchen was blocked and the water would not run out. Mr. Smith tried to open it. He was not able to open the waste pipe in the sink and so he was obliged to telephone for a plumber. A plumber is a man who puts in water and gas pipes and who repairs them when they break or are blocked.

Mr. Smith (at the telephone). Is this Central? Give me Howard 3427, please. Yes, Howard 3427. Thank you. Is this Mr. Swartz's shop? May I speak to Mr. Swartz, please? Is this you, Mr. Swartz? I have just found that our sink is blocked. The waste pipe is probably blocked at the trap and the water will not run out. Will you send a plumber early tomorrow morning? Yes, it may be blocked farther down in the waste pipe, but I think that it is at the trap. No, I tried to get the cap at the bottom of the trap off, but I have no wrench and so I cannot turn the screw. Well, have your man come over in the morning. All right. Good-by.



42. THE PLUMBER COMES

The Plumber. Good morning. Mr. Swartz sent me to open the waste pipe in the sink. Where is it? In the kitchen? All right, I will look at it. Yes, it is blocked badly. Probably the trap is filled with dirt or grease. Did you take off the screw at the bottom to see whether it was blocked in the trap?

Mrs. Smith. No, Mr. Smith tried to unscrew it, but he had no wrench and he could not unscrew it.

The Plumber. Well, I will try the trap first and clean it out, and then if the water does not run I will try farther down the pipe. Here is the screw cap. I have just taken it off. It was screwed on very tightly. There is some dirt here, but the pipe is not blocked. I will clean this and then try the trap in the soil pipe.

I must go down to the cellar to see the soil pipe. That is the large cast-iron pipe that carries the waste water to the sewer. I will open the trap and clean it out. Then, if the water does not run out, I will try a force pump.

43. THE WORDS "IF" AND "UNLESS"

Read these sentences:

1. If the morning is fine, I will walk to work.
2. I will walk home if the rain stops.
3. If I walk home I will save five cents.
4. If I walk home I will wear out my shoes.
5. If I save my money I can buy a house.
6. If the plumber finds the pipe blocked he will open it.
7. If the plumber thinks that the soil pipe is blocked he will dig it up.
8. If you buy a house you need not pay rent.
9. If you pay rent you do not pay taxes.
10. If you are not an American citizen you cannot vote.
11. You can vote if you have taken out your papers.
12. If you attend school you will learn English.
13. You can earn more money if you learn English.
14. I walk home from work unless it rains.
15. Unless it rains I walk home from work.
16. Unless you take out your naturalization papers you cannot vote.
17. You cannot vote unless you take out your naturalization papers.
18. He cannot live there unless he pays his rent.
19. He cannot buy a house unless he saves his money.

Read these sentences, filling the blanks with if or unless.

1. —— it rains I will ride on the car.
2. I will walk —— it is a fine day.
3. —— you own a house you must pay taxes.
4. You must pay rent —— you do not own your house.
5. —— you can speak English you can earn more money.
6. You can earn more money —— you can speak English.
7. You cannot get a good position —— you can speak English.
8. You can get a good position —— you can speak English.
9. You must not go in there —— you work there.
10. I go to work every day —— I am sick.

44. WORDS USED IN PLUMBING

Draw a diagram of a sink and on it name all the parts.

Read these sentences, filling in the words omitted:

1. A man who puts in water pipes is called a ——.
2. When a sink or a water pipe is broken we must call a ——.
3. A sink is made of ——.
4. Water pipes are made of ——.
5. Faucets are made of ——.
6. Waste pipes are made of ——.
7. The pipe that runs out of a sink is called a ——.
8. The bent pipe under the sink is a ——.
9. The large pipe in the cellar is a ——.
10. A soil pipe is made of ——.

45. ONE OR MORE THAN ONE

SINGULAR FORM

(One thing only)

book

class

room

floor

one street

a steamer

PLURAL FORM

(More than one)

5 books

20 classes

12 rooms

3 floors

many streets

many steamers

Read the plural forms of the following names:

desk	pencil	book	table
window	door	board	bookcase
clock	street	car	wagon
automobile	light	fence	cigar
pipe	dinner	bundle	coat

Use both forms of every word above in sentences.

46. PHONICS AND SPELLING

(e)	(eed)	(eeze)	(eet, eep)
the	feed	freeze	meet
be	greed	breeze	sheet
he	heed	sneeze	sweep
me	need	wheeze	deep
we	steed	squeeze	sleep
(each)	(eat)	(ead)	(eal)
each	seat	read	heal
beach	wheat	mead	deal
reach	heat	plead	seal
teach	meat	lead	reveal
peach	beat	knead	appeal

47. THE CITY SEWERS



contractor connect brought couplings

When you turn on the water in the faucets it runs out through the waste pipe in the bottom of the sink. It runs down this pipe to a larger iron pipe called the soil pipe. This is in the cellar of the house. The soil pipe runs from the house to the sewer. It is in the ground.

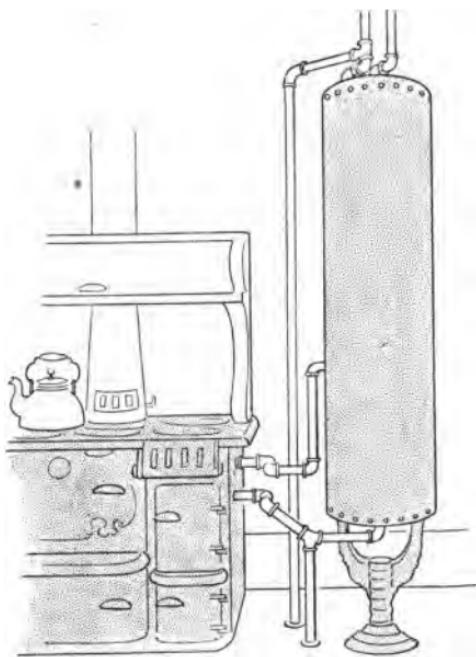
A sewer is a large pipe made of iron or concrete. It lies in the ground under the street. Sometimes a sewer is so large that a man can walk through it. In many cities the sewers run into a river or a lake.

When a contractor builds a house he first digs a cellar. Then he digs a ditch from the cellar to the sewer. In this ditch he lays the iron soil pipe. When the house is built he hires plumbers to connect all the waste pipes in the new house with this soil pipe.

Water is brought into a city through large iron or concrete pipes. Before a new street is made the city

lays iron water pipes under the street or under the sidewalk. Small iron pipes run from these pipes to the cellar of every house on the street. These small pipes

lie in deep ditches under the ground.



When a new house is built a ditch is dug from the cellar to the city water pipes. In this ditch the plumbers lay water pipes. Then they run water pipes and waste pipes to every sink and every bathroom in the new house. The water pipes have faucets or taps at their ends, in the sinks or the bathtubs. One pipe usually goes through

the stove where the water in the pipe is heated. Then it runs to the hot water tank. Another pipe takes the water from the hot water tank to the hot water faucet.

The waste pipes run from the sinks and the bathtubs to the soil pipe and then to the sewer. They carry off the waste water that has been used in the house. Waste pipes are made of lead.

The water pipes are made of iron and are screwed together with pieces of iron called couplings. The place where two pipes come together is called a joint.

48. THE WORDS "IN," "UNDER," "THROUGH"

*Read these sentences, filling the blanks with *in*, *under*, or *through*.*

1. The sewer is —— the street.
2. The water pipe is —— the floor.
3. The soil pipe is —— the ground.
4. Water runs —— the water pipes.
5. The bath tub is —— the bathroom.
6. There is hot water —— the hot-water tank.
7. A cellar is —— a house.
8. The furnace is —— the cellar —— the sitting room.
9. The trap is the bent pipe —— the sink.
10. The soil pipe runs —— the cellar wall.

49. ONE OR MORE THAN ONE

SINGULAR	PLURAL	SINGULAR	PLURAL
box	boxes	table	tables
clock	clocks	floor	floors
desk	desks	wall	walls
pencil	pencils	street	streets
chair	chairs	house	houses

Read these sentences, filling the blanks with proper words:

1. The grocer bought one box of oranges and four boxes of soap.
2. First the clock in the City Hall struck five, and then the clocks all over the town struck.
3. The desk of the chairman stood on a platform and on the floor stood the desks of the senators.
4. A dozen pencils are wrapped in a bundle. If you

take one pencil out, you will have eleven pencils left in the bundle.

5. This chair was made in this city but those four chairs were made by prisoners in the state prison.

6. A cheap table stood in the kitchen and two small oak tables stood in the sitting room.

7. The floor of the kitchen is made of pine, but the floors of the dining room and sitting room are made of maple.

8. The outer wall of the house is made of brick, but the inner walls are of lath and plaster.

9. Every house on this street is of brick, but all the —— on the next two —— are wooden.

10. The plumber brought four —— of iron pipe couplings.

11. Two —— of unfinished shoes —— standing on the floor.

12. A —— of candy was given to the best boy.

13. The clock struck the time. Both —— —— the right time.

14. This desk —— made of oak, but those —— —— made of maple.

15. Please let me have one blue —— and half a dozen hard lead ——.

16. A table and four —— —— in the room.

17. The —— of the room —— papered with brown wallpaper.

18. If you walk five —— to the north and then one —— to the west, you will reach the library.

19. The time on one clock is five minutes past nine and on another —— ten minutes past nine. Do you know which of these —— shows the correct time?

50. ONE OR MORE THAN ONE

SINGULAR	PLURAL	SINGULAR	PLURAL
man	men	tooth	teeth
woman	women	mouse	mice
child	children	foot	feet

Read these sentences:

1. Twelve inches make one foot.
2. Three feet make one yard.
3. One man can now do the work of three men.
4. A woman carried a sign which said "Votes for Women."
5. The first woman had only one child, but the other two had eight children.
6. I had one tooth pulled and three teeth filled.
7. Our cat killed one mouse last night and three mice this morning.

51. OWNERSHIP OR POSSESSION

Read the following sentences:

1. Mr. Frost's drug store is on the corner. (The 's shows that the drug store is owned by Mr. Frost.)
2. Mr. Rutkowski's clothing shop was burned. (The 's shows that the shop is owned by Mr. Rutkowski.)
3. Mr. Amati's grocery store is for sale.
4. The workman's home is near his work.
5. Our friend's wife is older than he is.
6. Mr. Gadra's automobile was struck by an electric car yesterday.

7. Mr. Gadra's two little girls were hurt.
8. We are reading in Mr. Houghton's English book.
9. A tailor's work is to make clothes.
10. A policeman's work is to protect the people.
11. A woman's work is usually to keep the home.
12. Mr. Smith's house is built of wood.
13. The plumber's helper carries the tools and does the dirty work.
14. The contractor's men dug the cellar.

52. PHONICS AND SPELLING

(iff)	(ill)	(itch)	(ick)
skiff	will	pitch	brick
whiff	hill	ditch	thick
stiff	mill	hitch	stick
cliff	bill	stitch	pick
sniff	pill	switch	tick
differ	still	twitch	trick

53. ABBREVIATIONS

In English many words are **abbreviated**. This means that they are written in a short way. Thus: "No. 1" means "Number 1." The words or signs in list No. 1 are the abbreviations of the words in list No. 2.

No. 1	No. 2	No. 1	No. 2
Co.	Company	bbl.	barrel
Bros.	Brothers	lb.	pound
C.O.D.	collect on de-	@	at
	livery	\$	dollar
O.K.	all right	¢	cent

M.D.	Doctor of Medicine	#	number
Dr.	Doctor	%	per cent
amt.	amount	A.D.	In the year of our
doz.	dozen		Lord
pkgs.	packages	etc.	and so forth

Read these sentences:

1. That is the steel mill of the Rogers Company.
2. Buy your meat from Sutor Bros.
3. Send the meat home C.O.D.
4. Ask the superintendent to put his O.K. on this order.
5. We call John Hopkins, M.D., Dr. Hopkins.
6. Please send me 4 doz. eggs C.O.D. at 36¢ per dozen.
7. I delivered to Charles Voss 4 pkgs. and 3 bbl. Barrel #1 contains apples. He signed "O.K. Charles Voss."
8. Our bank pays 4 % for money that we deposit in it.
9. This is the year 1916 A.D.
10. This factory manufactures plates, bowls, cups, etc.

54. PHONICS AND SPELLING

(ime)	(ine)	(ind)	(ire)
dime	dine	bind	fire
time	fine	blind	hire
crime	mine	find	tire
grime	thine	mind	quire
lime	vine	wind	spire
chime	pine	grind	wire

(ife)	(ite)	(ive)	(igh)
life	mite	five	night
wife	white	drive	sight
knife	quite	hive	tight
fife	write	strive	right
rife	bite	dive	light
strife	spite	alive	bright

55. THE SICK GIRL

throat	medicine	diphtheria	returned
fever	afraid	culture	quarantine
doctor	temperature	examined	hospital
yesterday	degrees	prescription	neighbor

Poor little Anna is sick. Her throat is sore and she has fever. Her mother has put her to bed, but she cannot sleep. Her father is telephoning for a doctor.

Mr. Smith (ringing the telephone bell). Give me 4836, please. Is this Doctor Daly? This is Mr. Smith, 164 Flag Street. Doctor, my little girl, Anna, is sick. Will you come to see her? Yes, she has fever. Her face and hands are hot and red and her throat is sore. She was sick yesterday, too, and her mother did not send her to school. Yes, we gave her some medicine, but she is no better. Will you come at once? Thank you. Good-by.

(The Doctor Comes.)

Rat-tat-tat.

Mr. Smith opens the door. Doctor Daly enters. Good evening, Doctor Daly. I am afraid that Anna is very sick.

Doctor Daly. I am very sorry to hear that. May I see her?

She has a high fever. Her temperature is 100 degrees. Her throat looks very bad and I am afraid that she has diphtheria. I will take a culture and send it to the Department of Health to be examined. Take this prescription to a drug store and wait for the medicine to be made up. Give her a teaspoonful of this medicine every two hours. I will come again to-morrow morning. Good-by.

(The Next Morning.)

Doctor Daly has returned to see little Anna.

Mrs. Smith. Good morning, Doctor.

Doctor Daly. Good morning, Mrs. Smith. How is Anna this morning?

Mrs. Smith. She is very sick. She is worse than she was last night. Her fever seems to be higher.

Doctor Daly. I sent the culture that I made last night to the Department of Health and the doctors there have telephoned that she has diphtheria. I will be obliged to quarantine you or else send her to the hospital. May I see Anna?

Good morning, Anna. How do you feel this morning? Never mind, my dear, you will be well in a little while.

Yes, she has diphtheria, Mrs. Smith. I will leave this medicine for her. Give her a teaspoonful every hour all day to-day. An inspector will call this morning to put the sign on your house. You or the children must not go out of the house until the sign is taken down. Mr. Smith must not come home. He must stay at some other house. Perhaps he can stay at a neighbor's house. I will call again in an hour and perhaps the inspector will be here then. Good-by.

56. TELEPHONE LESSON FOR THREE PUPILS

To the Teacher. — This lesson requires a telephone directory.

To telephone to a person, first find his telephone number in the telephone directory. Then take down the receiver and hold it to your ear. Soon you will hear the telephone girl ask you for the number that you want. Tell her the number very plainly. She will then connect you with the person to whom you want to talk. He will say "Hello," or he may tell his name.

A pupil wants Dr. Beck. He looks in the telephone directory and finds that his number is Howard 6-3-9-0. He then takes down the receiver.

1. *The Telephone Girl.* What number, please?
2. Give me Howard 6-3-9-0, please.
3. This is Howard 6-3-9-0.
2. May I speak to Dr. Beck?
3. This is Dr. Beck.
2. Will you please come to my home, 103 Pulaski Street? I am not feeling well.
3. All right, I will come in about an hour.
2. Thank you. Good-by.

57. READING LESSON FOR FOUR PUPILS

(Three pupils to read; one to perform the action.)

Read the following sentences, filling the blanks:

1. Go to the table and find the telephone directory.
2. What is —— doing?
3. —— is looking for the telephone directory.
1. Turn to the names beginning with s.
2. What is —— doing now?
3. —— is turning to the names beginning with s.

1. Find the name Smith.
2. What is —— looking for?
3. —— is looking for the telephone number of Mr. Smith.
 1. Now look especially for the telephone number of Mr. George D. Smith.
 2. What is —— looking for now?
 3. —— is looking for the telephone number of Mr. George D. Smith.
1. Write Mr. George D. Smith's telephone number on the blackboard.
2. What is —— doing?
3. —— is writing Mr. George D. Smith's telephone number on the blackboard.
1. Now find the telephone number of Dr. ——.
2. Now what is —— doing?
3. —— is looking for Dr. ——'s telephone number.
1. Write down Dr. ——'s telephone number.
2. What is —— doing?
3. —— is writing down Dr. ——'s telephone number.
1. Look for the telephone number of the nearest fire station.
2. What is —— doing?
3. —— is looking for the telephone number of the nearest fire station.
1. Write the number on the blackboard and then look for the number of the nearest police station.
2. What is —— doing?
3. —— is looking for the number of the nearest police station.
1. Look in the back of the telephone directory for

the name of an employment agency, and write it on the blackboard.

2. What is —— looking for?
3. —— is trying to find the name of an employment agency.
2. Has —— found it?
3. Yes, —— has found one.
1. Write the telephone number of this employment agency on the blackboard.
1. Tell just how to call Dr. —— over the telephone.

58. PHONICS AND SPELLING

(ob)	(op)	(ock)	(oll)
job	hop	dock	doll
rob	mop	crock	folly
sob	crop	lock	holly
snob	drop	block	trolley
mob	shop	flock	follow
throb	chop	knock	hollow

59. QUARANTINED

reported	contagious	fumigate
allowed	disease	groceries

Poor little Anna was very sick last night. This morning she is feeling a little better, but she is still in bed and she cannot eat. Her throat is sore and she still has fever. She has diphtheria. Her mother did not sleep last night. She sat in Anna's bedroom and gave her the medicine that the doctor left for her.

The doctor sent a culture from Anna's throat to the Department of Health and they have reported that she

has diphtheria. Mr. Smith will not be allowed to live at home until Anna is better. He will stay at a neighbor's house across the street. The children will not be allowed to go to school. They may not go into Anna's room. The house will be quarantined.

Here is an inspector from the Department of Health. He has put a sign on the front of the house. On the sign in big letters is the word "Diphtheria." No one must come into the house or go out of it when that sign is there. Now he rings the door bell. Mrs. Smith opens the door and he enters.

The Inspector. Good morning. I am an inspector from the Department of Health.

Mrs. Smith. Good morning, Doctor.

The Inspector. Dr. Daly sent in a culture from a throat here last night and this morning the Department of Health reports that it is a case of diphtheria. I was told to come here this morning and quarantine the house. How is the little girl?

Mrs. Smith. I think that she feels a little better. Her throat looks better. The doctor was just here and he will return soon.

The Inspector. I have put a sign on the house. You and the children are now quarantined.



Mrs. Smith. What do you mean by *quarantined*?

The Inspector. I mean that you and the children must not go out of the house until the sign is taken down. Nobody may enter the house until the little girl is better. If Mr. Smith comes home before the sign is down, he will not be allowed to go out again and go to work. Diphtheria is contagious, and if he or the children go out they can carry the disease to other people.

Mrs. Smith. When will you take down the sign?

The Inspector. I will take it down when Anna is well. Dr. Daly will report to the Department of Health when she is well and the Department will send me out to fumigate the house and take down the sign.

Mrs. Smith. May the grocer and the milkman come in? How can I get groceries and milk?

The Inspector. You must order what you want over the telephone and they must leave the food outside the door. They must not come into the house. If I were you, I should send Anna to the Contagious Disease Hospital. I must go now. Good-by.

Use these phrases in sentences:

in her room	for her
in the house	across the street
in two weeks	at a neighbor's house
on the house	in bed
on the sign	by telephone
to the Department	to other people
on the front	outside the door
at the door	in the hospital
by the window	out of danger

60. TELEPHONE LESSON FOR TWO PUPILS

Mrs. Smith. Central, please give me North 3-5-8-9. Is this North 3-5-8-9? May I speak to Mr. Miller?

Mr. Miller. This is Mr. Miller. What do you wish?

Mrs. Smith. This is Mrs. Smith on Flag Street. Anna has diphtheria and the inspector from the Department of Health has just now quarantined us. Please send me to-day three loaves of bread, a pound of butter, a quart of milk, and a can of corn.

Mr. Miller. All right. I will send them early this morning. If the house is quarantined I cannot bring the groceries into the house. Where shall I leave them?

Mrs. Smith. Leave them on the front steps. Mr. Smith is staying across the street. Send the bill there and he will pay you.

Mr. Miller. All right. Good-by.

Mrs. Smith. Central, please give me North 6-5-9-4. Is this North 6-5-9-4? May I speak to Mr. Fleischman?

Mr. Fleischman. Hello. This is Mr. Fleischman.

Mrs. Smith. This is Mrs. Smith on Flag Street. My little girl has diphtheria and the house is quarantined. Please send me this morning four lamb chops and a pound of beef chopped very fine.

Mr. Fleischman. Where shall I leave the meat? My boy will not carry it into the house if a diphtheria sign is on the house.

Mrs. Smith. Leave it on the front steps and I will bring it in.

Mr. Fleischman. All right. Good-by.

61. THE WORD "IT"

When we speak of the weather we often use the word *it*.

Read these sentences:

1. It is a cold wintry day.
2. It will be warmer at noon.
3. It was a bitter cold night last night.
4. It will snow before night.
5. In summer it is warm and pleasant.
6. It rains a great deal during June.
7. Last summer it was very cool in August.
8. It rained heavily during the last two weeks of August.
9. In Florida it is now hot weather.
10. It seldom freezes there.

62. PHONICS AND SPELLING

(o)	(o)	(oa)	(oa)
both	bold	roam	coat
sold	stone	foam	boat
home	hope	moan	gloat
hole	rode	loan	float
bone	globe	groan	goat
grope	shone	bemoan	bloat

63. THE DOCTOR'S VISIT

visit	nurse	answer
advised	ambulance	message

Dr. Daly has returned to visit Anna. He came in his automobile. It is standing in front of the house on the street. He has brought some more medicine for Anna.

Dr. Daly. Good morning, Mrs. Smith. How is little Anna?

Mrs. Smith. Good morning, Doctor. Anna seems to feel a little better now than she was when you were here early this morning. She is better than she was last night.

Dr. Daly. Has the inspector from the Department of Health come yet?

Mrs. Smith. Yes, he came and put up the sign. He told me that we are quarantined and that we are not allowed to leave the house until Anna is better.

Dr. Daly. Yes, that is true. Now may I see Anna?

Dr. Daly. Good morning, Anna. How do you feel this morning? Is your throat sore? It is not so sore as it was yesterday, is it? I think that you feel better. You will be all right very soon.

Mrs. Smith. Doctor, the inspector advised me to send Anna to the Contagious Disease Hospital. What do you think about it?

Dr. Daly. I think that it would be a very good thing for you to do. Anna will be well taken care of. She will have a nurse. She will have everything that she needs. As soon as she is sent there the inspector will fumigate the house and take off the sign. Then you may go out and the children may go to school. Mr. Smith need not stay away from home.

Mrs. Smith. How can I get Anna to the hospital?

Dr. Daly. Telephone to the hospital and they will send their ambulance. If you telephone this morning the ambulance will be here this afternoon.

Mrs. Smith. I think that I will do it, doctor.

Dr. Daly. I think that it is the best thing to do.
Good-by, Anna. Good-by, Mrs. Smith.

(*At the Telephone.*)

Dr. Daly. Central, please give me 1453.
Hello, is this the Contagious Disease Hospital?
This is Dr. Daly. I have a case of diphtheria at
164 Flag Street. It is a little girl. Her mother wishes
to send her to the hospital. Can you send the ambulance
some time this morning? The name is Smith.
Good-by.

Mrs. Smith, the hospital will send an ambulance
right away. It will be here in an hour. Have
Anna all ready to go. Wrap her up warm. You
need not send anything with her. The hospital will
give her everything that she will need. As soon as she
has gone, telephone the Department of Health to send
an inspector to fumigate the house. Good-by.

64. AT THE TELEPHONE

John. The telephone bell is ringing, Mother. Shall
I answer it?

Hello, yes, this is 484. Yes, this is Mr. Smith's
house. Yes, there is a case of diphtheria here. All
right, Doctor. Good-by.

Mother, that was a message from the hospital. The
ambulance will be here in half an hour. You are to
have Anna all ready to go. You are to wrap her up
very warm so that she cannot get cold. Have her all
ready so that the ambulance will not be obliged
to wait.



John. Here is the ambulance, Mother. The doctor is coming in.

The Ambulance Driver. Good morning. Does Mrs. Smith live here?

Mrs. Smith. Yes. Are you coming for Anna? She is all ready for you. Here she is.

The Ambulance Driver. Come, my dear, let me carry you. What a big girl you are! You do not look sick. You will be better in a few days. We have some little girls like you at the hospital and you can play with them, perhaps. All right. Now we will go. Say good-by to Mother. Tell her that you will be home again in a few days.

Anna. Good-by, Mother. Good-by, John. Good-by, Mary.

Mrs. Smith. Good-by, Anna. Be a good girl. Don't cry. You will be better in a few days. We will come and see you when the doctors let us. Good-by.

**65. THE WORDS "WHO," "WHOSE," "WHOM," AND
"WHICH"**

Read these sentences, filling the blanks with the proper forms of who or which:

(*who*)

1. The doctor —— called lives in the next street.
2. The grocer —— answered the telephone said that he would leave the groceries on the steps.
3. There is the inspector —— put up the sign.
4. The little girl —— is sick went to school yesterday.
5. The children —— played with her may get the disease.

(*whose*)

6. She is the little girl —— father called the doctor.
7. The man —— child had diphtheria stayed at a neighbor's house.
8. He stayed with a neighbor —— house is across the street.

(*whom*)

9. The doctor —— they called said that she had diphtheria.
10. The inspector —— the Department of Health sent put up a sign.
11. That is the inspector —— they sent.
12. The laborers —— that contractor hired were paid \$1.80 a day.

(*which*)

13. The automobile —— passed us belongs to the Health Department.
14. That is a hospital —— belongs to the city.
15. The little girl drank the medicine —— the doctor left for her.

66. THE DEPARTMENT OF HEALTH

wrong	smallpox	registered
firemen	tuberculosis	certificate
members	prevents	established
duty	typhoid	contracted
pure	serious	compels
scarlet fever	records	physician
measles	parents	germs

We have read that the police are paid by the city to protect its people and their property from wrong doers. Firemen are paid by the city to protect the people and their property from fire. The police belong to the Police Department and the firemen belong to the Fire Department. We have now to read about the Health Department.

Every city has its Health Department, just as it has its Police and Fire Departments. Members of the Department of Health are called health officers. It is their duty to protect the people of the city from sickness. They must see that all people who have contagious diseases are quarantined, so that other people may not get the disease. They must see that the people have pure water, pure milk, and pure food. They must do everything they can to keep the people healthy.

Contagious diseases are diseases that can be carried from one person to another. Diphtheria is contagious. Scarlet fever is contagious, and so are measles, smallpox, and tuberculosis. When a person has any of these diseases he is quarantined. He is not allowed to go among other people. By quarantining him the Depart-

ment of Health prevents him from giving the disease to other people.

Typhoid fever is a very serious disease which kills many people every year. Typhoid is carried in water which is not pure, or in milk which is not clean. The Department of Health sees to it that the water which we drink is pure and that the milk which we buy is clean, and so it protects us from typhoid.

The Department of Health keeps records of all people who die and of all children who are born. When a child is born, its name and the name of its parents must be registered at the Department of Health. When a person dies, a doctor must send to the Department of Health a "death certificate" on which is written the name of the person who died and what caused his death.

In many cities the Department of Health has established hospitals for contagious diseases where persons may be sent when they have contracted some contagious disease. The Health Department compels every physician to report at once any case of contagious disease. As soon as the disease is reported the officers of the Health Department quarantine the house in which it occurs. They can close schools if they find children sick with a contagious disease. They can close a dairy where milk is produced or sold if they find that any person who handles the milk has a contagious disease. If a person dies of a contagious disease, the health officers fumigate the entire house to kill the germs which cause the disease. When a person gets well after having a contagious disease the house must be fumigated before the sign is removed.



67. THE HOSPITAL

beautiful	lonesome	perfectly	recovered
bunch	homesick	uniform	treatment
flowers	iron	patients	afford

Here is little Anna in the hospital. She is lying in bed and is feeling much better than she felt yesterday. She has a nurse to take care of her, and a doctor comes to see her twice a day. Her uncle has sent her the large, beautiful bunch of flowers which you see on the table. She has brought her doll with her so that she will not get lonesome and homesick.

Her bed is a little iron cot. It is made of iron so that it may be kept perfectly clean. The bedclothes are white and clean, and are changed and washed every day. Hanging at the head of the bed is a large card on which the nurse writes Anna's temperature and what

she has eaten during the day. This is kept so that the doctor can see just how she has been all day. There is no carpet on the floor. It is made of concrete, so that it can be washed clean.

The nurse is dressed in a uniform with a white apron and cap. It is her duty to take care of Anna and the other patients in the hospital. Everything that the nurse wears and everything else about the hospital must be kept perfectly clean.

This hospital is established by the city for the use of the people. If a person who has a contagious disease stays at home, every one in the family must remain at home until the sick person has recovered. It is much better to send sick people to a hospital where they will get the very best of care. Then the others of the family may go to their work. The nurses and the doctors are paid by the city. Poor people are not obliged to pay for their treatment at the hospital; but if they can afford to pay, they may do so.

68. PHONICS AND SPELLING

(ub, ug)	(un, um)	(ut)	(ust)
rub	sun	cut	must
tub	bun	but	just
grub	fun	nut	dust
mug	hum	hut	bust
bug	sum	shut	rust
tug	drum	strut	trust

69. THE WORDS "WHO," "WHICH," AND "WHAT"

Who refers only to persons.

Which refers either to persons or things.

What usually refers to things.

Read these sentences:

1. Who was George Washington?
2. Who lives on Glen Street?
3. Whom are you working with?
4. Whose keys are these?
5. Which street was paved?
6. What is your address?
7. Whom did you see at church?
8. Whose coat is this?
9. Which of you is out of work?
10. What is your name?

*Read these sentences, filling the blanks with **who**, **whose**, or **whom**:*

1. —— is that man?
2. —— are those men?
3. —— left a book on this desk?
4. —— wants to get his first papers this week?
5. —— was Abraham Lincoln?
6. —— overcoat is this?
7. —— children have diphtheria?
8. —— tools are these?
9. —— automobile is in front of the house?
10. —— has the automobile hurt?
11. —— did the car kill?
12. For —— is the letter?
13. —— are the policemen carrying?
14. By —— was America discovered?
15. —— is the telephone message for?
16. With —— is he talking?
17. For —— have you bought those flowers?
18. With —— did the children walk home?

70. THE WORDS "THIS" AND "THAT," "THESE" AND "THOSE"

The four words *this*, *that*, *these*, and *those* are used to point out some person or thing.

This and *these* refer to persons or things near to the speaker.

That and *those* refer to persons or things which are not so near to the speaker.

Read these sentences, filling the blanks with this, that, these, or those:

(*Near*)

1. —— is a gold ring.
2. —— is a large school.
3. —— is the "Land of the Free."
4. —— is the month of November.
5. —— are lead pipes.
6. —— man is a Greek.
7. —— building is a school.
8. —— is an English book.
9. —— is a cold day.
10. —— are woolen gloves.
11. Are —— brass fittings?
12. Is —— the car we take?

(*Not near*)

13. —— is a phonograph.
14. —— is a telegraph wire.
15. —— are eightpenny nails.
16. —— are sewing machines.
17. —— men are Japanese.
18. —— is a telephone.
19. Is —— a neighbor of yours?

20. —— are double glass windows.
21. —— sidewalk needs repairing.
22. —— railway train will go to Boston.
23. —— signs are in the Jewish language.
24. —— wagons make a great deal of noise.
25. Are —— people so poor that they must get help from the city?

71. PHONICS AND SPELLING

(u)	(u)	(oo)	(oo)
mute	pure	soon	book
tune	acute	room	cook
due	human	moon	look
use	usual	root	good
fuel	unit	loom	wool
duty	futile	gloom	wood

72. SOME AMERICAN PROVERBS

proverb	instance	flock	flood
sentence	foolishly	stupid	present
expresses	hurrying	wonderful	hatched
practical	sunshine	tear	sprinkle
wisdom	silence	worried	ashes

A proverb is a sentence which expresses in a short way some practical wisdom. For instance, when we see a man spending his money foolishly we say, "A fool and his money are soon parted." This is a proverb. The English language has many proverbs.

When we see a man hurrying about without doing much work we say, "Haste makes waste."

When a man gets a new job and works hard for a few days we say, "A new broom sweeps clean."

When a farmer cuts his hay he needs sunshine to dry it, and if he waits too long it may rain and wet it again. So we say to a man who has a good chance to get work or a better job, "Make hay while the sun shines."

Sometimes a man talks too much. A proverb says, "Silence is golden."

Some men waste their time doing nothing. We say, "Time is money."

A man who is not hungry sometimes does not like the finest food, but a hungry man eats any food he can get. "Hunger is the best sauce."

Men usually go about with other men of the same kind. "Birds of a feather flock together."

A stupid or a slow man will never do anything very great or wonderful. "He will never set the river on fire."

Sometimes, when we tear a little hole in our clothes, we can keep it from growing larger by sewing it up at once. Often if we do a little work to-day we can save ourselves from a great deal of work to-morrow. The tailor says, "A stitch in time saves nine."

An old woman was walking along a country road. It had rained that morning but now the road was dry and the weather was beautiful. But the old woman worried for fear that the river was flooded. "Oh dear!" she said, "If there is a flood it will carry away the bridge. If I am just in the middle of the bridge when the flood carries it away, I shall drown. Oh dear! What shall I do?" But the river was not flooded and the bridge was safe. So we say of a person who worries without cause, "Never cross a bridge till you come to it."

A milkmaid was on her way to town carrying on her head a pail of milk which her mistress had given her for a present. "With this milk," she said to herself, "I will buy some eggs. Then I will borrow a hen to sit on them. I can safely say that I shall raise at least a dozen chickens. I shall sell the chickens for a good sum of money, and then I can buy myself a new jacket and a hat with bright ribbons as well as new shoes and stockings. How fine I shall look when I go out walking!" At this thought she tossed her head proudly, and the pail fell down, and all the milk was spilled. So we say to a person who plans to spend his money before it is earned: "Don't count your chickens before they are hatched."

When a man buys a horse he looks at its teeth to see how old it is; but if a man gives you a present you should not look to see how bad it may be. "Never look a gift horse in the mouth."

A rich man may have many friends. Some of these may be his friends only as long as he has money. If he loses his money, his friends may leave him just when he needs them most. So we say, "A friend in need is a friend indeed."

When the winter comes and our sidewalks are covered with ice we do not wait until we fall and break our legs. We sprinkle ashes or sand on the ice so that we shall not fall. "An ounce of prevention is worth a pound of cure."



73. ADJECTIVES

Everything has a name, for instance, *house*. When we think of *house*, we know what it is, but we do not know anything about its size or its color or what it is made of. To know these things we must use other words called adjectives. To tell the color we can use the adjectives *red*, or *white*, or *brown*. To tell the size we can use the adjectives *large*, *small*, *tall*, or *low*. To tell what the house is made of we can use the adjectives *wooden*, *stone*, *concrete*, or *brick*. Then, if we say "a large, red, brick house" we know just what kind of house it is.

74. ADJECTIVES (*Continued*)

large	black	thick	sour	brown
white	big	sweet	clever	comfortable
little	sick	stupid	concrete	rough
well	poor	wooden	smooth	hard
rich	stone	narrow	soft	tall
brick	wide	small	broad	bad
short	long	thin	good	red
				uncomfortable

Read these sentences, filling the blanks with adjectives from the list above:

1. The contractor built a —, —, — house.
2. The —— house stood in a —— lot.
3. The —— house faced a —— street.
4. The — street was paved with —— asphalt.
5. He built a —— fence around the lot.
6. Mr. Smith is a — carpenter.

7. The contractor is a —— man.
8. The floor of the kitchen was made of —— wood.
9. A stove is made of —— iron.
10. Plates are made of —— porcelain.
11. The dining table is made of —— oak.
12. Blankets are made of —— wool.
13. On the floor was a —— and —— carpet.
14. Beside the —— table stood a —— rocking-chair.
15. He took off his —— shoes and put on —— slippers.
16. His shoes were —— and —— but his slippers were —— and ——.
17. The —— girl was —— but she will be —— soon.
18. Her sister was not ——. She was quite ——.

75. ADVERTISEMENTS

Write a letter answering any advertisement in the list below:

WANTED — Several Polish-American men, accustomed to heavy work; must be able to read and write English and willing to leave town; good wages to capable men. Address, giving age, last employment, etc., Good Wages 11, News Office.

WANTED — 2 or 3 millwrights for construction work. Apply, stating wages expected. J. H. Stead, 64 Union Street, Niagara Falls, N.Y. The Samuel Crane & Son Co.

WANTED — Experienced meat cutters. Hamman Co., 245 Ellicott St.

WANTED — Good laborer in iron warehouse; steady work and good pay. Address Steady 101, News Office.

WANTED — First-class automobile repair man, who is capable of taking charge of garage and automobile repair shop; must have references; state experience and salary expected. Address Expert 33, News office.

Write an advertisement asking for a position. Tell just what you want and what you can do.

Copy the address, etc., below:

Return to

.....
.....

Stamp

The Walton-Brown Iron Company
Chicago
Illinois

Bring a newspaper to the next class and answer some advertisement in it.

76. THE WORDS "MANY," "MUCH," "BOTH," "ALL," ETC.

Read the sentences below, filling the blanks with the words indicated:

(many)

1. —— streets are paved with asphalt.
2. —— of our pupils come from Europe.
3. —— children go to the moving picture show.
4. The Curtiss Company makes —— aëroplanes.
5. There are —— very large farms in the West.

(much or a great deal)

6. —— of our wheat is raised on large farms in the West.
7. —— of our flour is made from western wheat.
8. Chicago ships —— corn and meat.
9. —— of the country between the Appalachian Mountains and the Mississippi River is level.

(*Both* is used when we speak of two persons or things.)

10. —— men came from Germany.
11. —— came to America on the same steamer.
12. —— men lived in our village.
13. —— landed in Boston.
14. The city supports —— those schools.
15. —— schools are open in the evening.

(*All* is used when we speak of more than two persons or things.)

16. —— men were created equal.
17. —— the men in our shop belong to the union.
18. —— the steel made in this mill is used in building bridges.
19. "Street closed for repairs. —— traffic is forbidden."
20. —— ready. Go ahead.
21. —— right.

77. THE WORDS "A FEW," "A LITTLE," "SEVERAL," "SOME"

Read the sentences below, filling the blanks with the words indicated:

(a few)

1. —— days ago I hurt my foot. In —— days it will be better. I did not work for —— days.
2. —— months ago I started coming to night school.
3. I came into school —— minutes ago. Every man has —— friends.

(a little)

4. Every farmer has —— time for reading and for recreation.

5. That poor child has had only — bread to eat all day.

6. Every man should save — money.

7. — sickness costs money.

(*some*)

8. Every man should save — money.

9. Have you — work for me?

10. Every man has — friends.

11. That farmer has — cows, — pigs, and — chickens.

12. That boy needs — lunch.

(*several*)

13. — men in this room came from Europe.

14. — days ago I hurt my foot.

15. I started to night school — months ago.

16. — of my friends work with me.

17. I have to walk — miles to work.

78. VERBS

A verb is a word which is used to tell or assert something about a person, a place, or a thing. Thus: *walk*, *work*, *learn*, *stand*, *sit*, *go*, *show*, *carry*, are verbs.

A verb may consist of one word, as *walk*, *work*; or of two or more words, as *have walked*, *will walk*, *is walking*, *will have worked*, *have been working*.

The time indicated by a verb is called its **tense**. Thus, *see* is **present tense**, *saw* is **past tense**, *shall see* is **future tense**.

There are three parts of the verb, from which all the other parts are formed. These three parts are called the **present tense**, the **past tense**, and the **past participle**.

The following is a list of some important verbs, with their past tense forms.

<i>Present</i>	<i>Past</i>	<i>Present</i>	<i>Past</i>
walk	walked	plane	planed
talk	talked	measure	measured
work	worked	sew	sewed
carry	carried	telephone	telephoned
arrest	arrested	melt	melted
saw	sawed	repair	repaired

We conjugate a verb when we give its various forms in different tenses, as used with the words *I*, *you* (singular), *he*, *she*, *it*, *we*, *you* (plural), or *they*.

CONJUGATION OF "WALK" AND "WORK" (*Present Tense*)

I walk	we walk
you walk	you walk
he walks (she walks, it walks)	they walk
I work	we work
you work	you work
he works (she works, it works)	they work

79. EXERCISES ON VERBS

Read the following sentences, filling the blanks with verbs in the present tense:

(walk)

1. I —— to work. He —— to work. Do you —— to church? She —— fast.

(work)

2. I —— on a farm. He —— on a farm. Do you —— in the city?

(carry)

3. I —— my dinner in a basket. He —— his tools in a bag.

4. They —— their baskets on their heads. We —— our coats on our arms.

(saw)

5. The carpenter —— a board with a saw. They —— boards into short pieces.

(measure)

6. It —— four feet and three inches. He —— the concrete walk. The plumber —— nine feet of pipe.

(sew)

7. They —— faster on a machine. I —— my own shoes. He —— shoes all day. She —— very well.

(telephone)

8. She —— to the doctor. He —— to a customer.

Read the sentences below, filling the blanks with verbs in the past tense:

(walk)

9. Yesterday I —— to work. He —— with me. We —— together. They —— home very slowly.

(work)

10. I —— twelve hours yesterday. He —— in the garden after he came home.

(carry)

11. She —— a big bundle of groceries. He —— a bundle of tools. They —— their satchels.

(arrest)

12. Last week the police —— thirteen car thieves. They —— eight in one car.

(measure, plane, saw)

13. All day long they —, — and — the pine boards. He — the edges smooth. The tailor — the man for a new suit of clothes. The plumber — a piece of lead pipe and — it off.

The present perfect tense represents the action as completed at the present time. It is formed by using forms of the verb *have* with the past participle.

CONJUGATION OF "WORK" (*Present Perfect Tense*)

I <i>have</i> worked	we <i>have</i> worked
you <i>have</i> worked	you <i>have</i> worked
he (she, it) <i>has</i> worked	they <i>have</i> worked

Conjugate in the present perfect tense:

walk	talk	carry	arrest	plane
repair	measure	sew	telephone	saw

Read these sentences, filling the blanks with the present perfect form of the verb indicated:

(walk)

1. I — — more than ten miles to-day. —
you — from work? Yes, I — — home. —
he — home from work every day? Yes, he —.

(measure)

2. Two inspectors — — the sidewalk in front of our house. They say the city will build a concrete walk. — they — your walk yet? A tailor — — me for a new suit of clothes.

(melt)

3. The snow — —. The sun — — the ice in the river. The plumber — — the lead in a cast iron kettle over a gasoline flame. The fire in the furnace is so hot that the steel — —.

(repair)

4. The plumber — — the leak in the water-pipe and the gas fitter — — the gas pipes. The truck driver — — the wheel of his wagon.

(work)

5. I — — hard all day. — you — every day this week? Yes, I — — every day and two nights. I — — overtime. — Mr. Grada — overtime too? No, he — not — overtime.

80. PRACTICE IN DESCRIBING

Describe some of the things that you saw on your way to work to-day or any day this week.

Tell what you might have seen on a Sunday morning when you were a child.

Describe any accident that you have seen.

81. PHONICS AND SPELLING

(oi)	(oy)	(ow)	(ou)
boil	toy	brow	loud
join	joy	cow	found
toil	destroy	down	sound
noise	annoy	crowd	mound
avoid	employ	drown	count
rejoice	voyage	frown	about
(ow)	(er)	(ir)	(ur)
low	her	girl	fur
grow-	fern	firm	bur
snow	term	first	hurl
know	germ	sir	hurt
throw	herd	third	turn
stow	fertile	bird	burn

82. THE DUTIES OF FIREMEN

employees	company	rubber	electric
districts	gasoline	hose	alarm
engine	hydrants	buildings	arrested

Firemen are city employees ; that is, they work for the city. It is their duty to put out fires that may start anywhere in the city. They protect the property of the people from fire.

The city is divided into districts and in each district there is a fire station. At this station there are a fire engine and a company of firemen. A fire company is usually made up of about fifteen men in charge of a captain.

A fire engine is an engine used to pump water upon fires. Sometimes it works by steam ; sometimes by gasoline. Some fire engines are drawn by horses ; others are run like automobiles.

On many street corners you will see large iron pipes called hydrants. These hydrants are connected with



the city water pipes. If there is a fire near by, the firemen connect the engine with the hydrant by a short rubber hose and then turn on the water. Connected with the fire engine is a long rubber hose through which the engine pumps the water. The firemen can carry this hose to the house where the fire is and pour the water upon the fire. They can reach even the tops of very high buildings.



How do the firemen know where there is a fire? On many street corners and in some buildings you will see red iron boxes marked "Fire Box." Each of these boxes is connected with the fire stations by electric wires. If you open the door of this fire box and pull down the hook that is there, you ring a bell and the number of the box is sent to the fire station. When the firemen in the station hear their bell ring and learn the number of your box they come quickly to that box.

If your house is on fire or if you see a fire in another house, run at once to the nearest fire box. Open the door and pull down the little hook that you will find inside. Some fire boxes have a little glass door. In these you must break the glass and turn the knob that you will see there. This will open the door. In a very few minutes you will see the fire engines coming.

If you do not know how to turn in an alarm of fire you should learn how. Go and look at a fire box and find out what must be done in case your house should be on fire. You must never touch the box unless there is a fire, as you will be arrested by the police if you do.

83. USING WORDS IN SENTENCES

Read the following sentences, filling the blanks with the words below:

on fire fire fire station hydrant hose

1. The house is ____.
2. The ship was ____.
3. My dress is ____.
4. The ____ is hot.
5. The building was ____.
6. The oil is ____.
7. There is a ____ in the stove.
8. The ____ burned all night.
9. The firemen put out the ____.
10. The woman made a ____ in the stove.
11. There is a ____ on Main Street.
12. There are firemen in the ____.
13. The nearest ____ is on State Street.

1. Tell what you would do if this school were on fire.
2. Tell where you will find the nearest fire box.
3. Tell what you would do if you saw fire coming out of the window of a house.
4. Tell how a fireman gets water from the engine to the fire.
5. Tell how the engine gets water.

84. THE FUTURE TENSE OF VERBS

The future tense of a verb is formed by using the simple form of the verb with the word *will* or *shall*; as,

I shall walk

we shall walk

you will walk

you will walk

he will walk

they will walk

Conjugate the following verbs in the future tense :

walk, talk, work, carry, arrest, saw, plane, measure, sew, telephone, melt, repair.

Read the following sentences :

1. I shall walk home by way of Washington Street. You will walk with me. He will walk past our house at eight o'clock. We shall walk home together.

2. I shall work late to-night. He will work in the shop next door. They will work overtime next week.

3. The plumber will melt the ice in the water pipes very quickly. The sun will soon melt the ice in the river. The ice will soon melt now. It will melt away as soon as the sun comes up. Icicles hang from the roof, but they will soon melt.

To express determination or promise, use *will* with *I* and *we*, and use *shall* with *you, he, she, it*, and *they*.

Read the following sentences :

1. I will carry the bundles to the tailor's for you. You shall carry only the small bundle. He shall carry the large ones. They shall say nothing against you.

2. Will you measure the walls for me? I will measure the windows. We will measure you for a suit of clothes. If the baseball rips I will sew it up again.

3. It shall be done as you direct. Will you sew up this tear in my trousers?

85. THE VERB "WILL"

The verb *will* is used with *you* to show future action.

Read the following sentences :

1. You will be hurt if you walk on that car track.
2. You will lose your job if the steel mill closes.

3. You will probably find another job soon.
4. You will find your coat in the closet.
5. You will be late for work.
6. You will not catch that car.
7. You will find a hammer in the tool box.
8. You will need one dollar for a fee for your first papers.
9. You will never see him again.
10. If you look in the tool house you will find two saws and a plane.
11. If you have no umbrella you will get wet.
12. If it rains you will need an umbrella.
13. If you do not hurry you will miss the train.
14. If the mills close you will lose your job.

86. THE VERBS "WILL" AND "SHALL"

The word *will* is used with *he*, *she*, *it*, or *they* to show future action.

Read the following sentences:

1. Will the men attend school to-morrow night?
Yes, they will.
2. Will she come if it rains? Yes, she will come.
3. Will Stanislas buy that new house on Fredro Street? Yes, I think he will.
4. Will it cost much? Yes, it will cost a great deal.
5. Will he rent part of it? Yes, he probably will rent two or three rooms.
6. Will he take the children out of school and have them work? No, he will not. He will send them to the High School.
7. Will there be a fee for sending them to the High School? No, there will be no fee.

Read the following sentences, filling the blanks with will:

1. —— the silk mills close on Labor Day? Yes, they —— close.
2. —— it rain to-morrow? I think that it —— not.
3. —— the ball game be played if it rains? No, it —— not. If it rains you —— get wet.
4. —— our taxes go up if the city paves the street? They certainly ——.
5. —— the postman come again to-day? Yes, he —— come at four o'clock.
6. —— he carry this parcel to the post office? Yes, he ——.
7. —— your husband come home to lunch? No, he —— not come home till five o'clock.

The verb *shall* when used with *I* or *we* shows future action.

Read the following sentences:

8. I shall finish my lesson soon.
9. We shall leave to-morrow.
10. I shall be late if I do not hurry.
11. We shall expect you for dinner.
12. I shall be happy to oblige you.

87. "THERE WILL BE"

Read the following sentences:

1. There will be no school on Thanksgiving Day.
2. There will be church next Wednesday evening.
3. There will be a dance at Fredro Hall next Friday.
4. When will there be a new building here?
5. There will be many new men on this job.

6. There will be a great, new steel mill built on this land next year.
7. There will be no war between the United States and Mexico.
8. There will be no hurry for this work.
9. There will be many soldiers killed in battle.

Read the following sentences, filling the blanks with will there be or there will be:

10. _____ school all next week.
11. _____ church during Christmas week.
12. _____ many automobiles in the parade?
13. I do not know how many _____.
14. _____ more business next year?
15. Perhaps _____.

88. PHONICS AND SPELLING

(ch)	(ch)	(kn)	(wh)
teach	chin	knew	why
reach	chip	know	which
beach	chess	knit	while
catch	chair	knock	white
latch	chain	knot	what
match	chop	knob	where
(th, hard)	(th, soft)	(g, hard)	(g, soft)
the	think	gay	gem
this	third	get	gentle
than	thumb	give	gill
them	bath	bag	cage
there	truth	dog	page
with	breath	rug	wages

89. INSURANCE

When a man owns a house he can insure it against fire. He pays a fire insurance company a certain yearly sum and the company agrees to pay him the amount for which he insured his house. Then, if his house burns, he does not lose all his money. In the same way a man can insure his furniture and clothes against loss by fire.

There are many other kinds of insurance. A man can insure himself against accidents by paying a small amount of money to an insurance company every year. Then, if an automobile hits him or he is hurt at his work, the insurance company will pay his wages for the time that he loses, as well as his doctor's bill.

A man can insure his life by paying money every year to a life insurance company. If he dies, the company will pay a certain amount of money to his wife or his children or to any one else that he names. Or the company will pay the money to him after a certain time. This is a good way to save money.

90. USING WORDS IN SENTENCES

*Read the following sentences, filling the blanks with **saved, destroyed, or lost:***

1. The firemen —— the house.
2. They —— the children when the house burned.
3. She —— her silk dress when the house burned.
4. The furniture was ——.
5. The water —— the beds and clothing.
6. The shop was entirely ——.
7. The town of Dayton was —— by a flood.
8. The family —— all their furniture.



COURT ROOM, SHOWING JUDGE AND JURY

91. ON TRIAL

trial	guilty	freight	offense
court	committed	arson	evidence
judge	punishment	striking	attorney
prisoner	decides	cutting	lawyer
burglar	murder	assault	witnesses
jury	stealing	criminal	receive

This is a picture of a court room. The man sitting behind the desk is a judge. The man who stands before the judge is a prisoner. The police think that he is the burglar who entered Mr. Smith's house and stole some money from a dresser drawer in a bedroom. They arrested him and now he is in court to be tried. The men who sit behind the railing form the jury.

A jury is made up of twelve men. The duty of the jury is to decide whether the prisoner is guilty. This means that they must say whether he has committed

the crime that he is charged with. The duty of the judge is to say what punishment shall be given if the jury decides that the prisoner is guilty.

When a man does something very wrong, we say that he commits a crime. Killing a man is a great crime which we call murder. One who commits a murder is called a murderer. Stealing money or property from another person is a crime which we call stealing or theft. Anybody who commits this crime is called a thief. Entering another person's house and stealing his money or property is a crime called burglary. A person who commits burglary is called a burglar. Breaking into a freight car and stealing anything is a crime called car burglary. Burning a house is a crime called arson. Striking or shooting or cutting a person is a crime which we call assault. A man who commits any of these crimes is called a criminal.

If a person does wrong by killing or hurting another or by stealing or destroying his property he can be punished for his offense. The people have protected themselves and their property by making laws. These laws tell what is wrong and what is the punishment for the offense. If a man commits a crime he is arrested by a policeman and taken before a judge in a court. The judge is elected by the people to help enforce the laws. If the judge believes that the laws have been broken and that the man has committed a crime, he makes the man come before a "grand jury." The "grand jury" is made up of a number of men, often as many as twenty-three. If this grand jury believes that the evidence against the prisoner is such that he should be tried; he is held for trial.

We say that the prisoner is tried when he appears before a judge and a jury in court. We call this a trial by jury. A jury is made up of twelve men. The prisoner is brought before the jury and the judge. The District Attorney, who is a lawyer elected to represent the city or the county, examines the prisoner and any witnesses that he may have. The prisoner may have a lawyer to defend him. After hearing both sides, the jury goes out of the court room into another room and decides whether the prisoner is "guilty" or "not guilty."

If the jury decides that the prisoner is guilty, the judge sentences him. This means that he tells him what punishment he is to receive.

92. PRESENT AND PAST TENSES

Read the following verbs:

Present	Past	Present	Past
use	used	wash	washed
help	helped	burn	burned
live	lived	hire	hired
wait	waited	elect	elected
place	placed	arrest	arrested

CONJUGATION OF "LEARN"

Present Tense		Past Tense	
I learn	we learn	I learned	we learned
you learn	you learn	you learned	you learned
he learns	they learn	he learned	they learned

Future Tense		Present Perfect Tense	
I shall learn	we shall learn	I have learned	we have learned
you will learn	you will learn	you have learned	you have learned
he will learn	they will learn	he has learned	they have learned

Read the following sentences, filling the blanks with forms of the verb indicated:

(*learn*)

1. Have you —— to speak English yet? Yes, I
 —— —— to speak pretty well. The children ——
 —— their lessons very well. The baby —— to walk
 when it was nine months old. An apprentice is a boy
 who —— a trade. A journeyman is a man who ——
 —— a trade.

(*use*)

2. A plumber —— a gasoline torch to melt lead.
 Gas fitters —— hack saws to cut pipe. Have you ——
 all the cloth that came? No, I —— all but half a
 yard of it.

(*help*)

3. Has the night school —— you? Yes, it —— ——
 me to learn English. The night school —— —— many
 men to earn more money. An apprentice —— his
 employer in the shop. Children —— their mother
 a great deal in the house. Two boys —— the old man
 upstairs.

(*live*)

4. —— you —— in Chicago very long? No, I
 —— —— here only about four years. —— your
 brother —— with you since he came here? Yes, he
 —— —— with us for nearly a year. The children
 —— —— with their grandmother since their mother
 died. —— you ever —— in a two family house?
 Yes, we —— —— in one since last May. —— any
 of those immigrants ever —— in a city before they
 came here? No, they —— all —— on farms or in small
 villages in Europe.

(wait)

5. We — — for our supper over an hour. He — — for work a long time. I — — for my car for thirty minutes.

(place)

6. I — — a book on the table. We — — a cross on his grave. The priest — — a bell on the church. The superintendent of police — — policemen at that corner to help people across.

93. WRITING A LETTER

Write a letter to any one that you may know in a foreign country. Tell where you are living, what kind of place it is, where you are working, what kind of work you are doing, what kind of people you are working with, and how you like American ways.

Address an envelope to the person to whom you wrote the letter, using this as a model.

Return to
(Your name)
(Your address)

(Stamp)

Mr.
..... Street
..... (Name of place)
.... (Name of country)

Tell just how to address a letter.

Bring a newspaper to the next class and answer some advertisement in it.

94. PHONICS AND SPELLING

(gh)	(ng)	(nk)	(tion)
sigh	linger	bank	action
sleigh	single	sunk	motion
sight	anger	think	attention
bought	longer	thank	portion
bright	mingle	drink	mention
taught	angle	plank	foundation
<i>x(gz)</i>	<i>x(kz)</i>	<i>(qu)</i>	<i>(ture)</i>
exist	vex	queen	picture
example	excuse	quick	nature
exact	coax	queer	culture
exalt	excel	quaint	lecture
examine	next	quell	future
exhaust	expect	question	venture

95. THE UNITED STATES

immense.	boundary	latitude	huge
occupies	natural	monuments	territory
separates	artificial	republic	island
possession	parallel	portions	tropical

The United States of America is an immense country, which occupies the middle part of North America. East of it is the Atlantic Ocean, which separates it from Europe and Africa. West of it is the Pacific Ocean, which separates it from Asia. North of it lies the Dominion of Canada, a British possession.

The boundary between the United States and Canada is only partly natural. For a thousand miles the two countries are separated by the five Great Lakes and the rivers that connect them with the ocean and with one



another; but from Lake of the Woods to the Pacific Ocean the boundary is artificial. It is a line drawn directly west, following the parallel of 49° north latitude. This line is marked by monuments of stone, iron, and concrete set in the ground one mile apart.

To the southeast the United States extends to the Gulf of Mexico. South of it is the republic of Mexico. From the Gulf of Mexico to the Pacific Ocean the boundary is partly artificial. The two countries are separated for seven hundred miles by a river, the Rio Grande, which flows into the Gulf of Mexico. From the Rio Grande to the Pacific, the boundary is mainly a line marked, like the northern boundary, by monuments.

Besides the land lying between these boundaries, the United States includes several other portions of land in different parts of the world. Lying far to the north, along the Arctic Ocean, is the huge territory of Alaska. Southward, in the warm waters of the Caribbean Sea, is the island of Porto Rico. Far out in the Pacific Ocean lies the island territory of Hawaii, and still farther away, near the mainland of Asia, the flag of the United States flies over a group of tropical islands called the Philippines.

96. IRREGULAR VERBS

Verbs that form their past tenses by adding *d* or *ed* to the present are called **regular verbs**; as, *walk*, *walked*; *trade*, *traded*. All other verbs are called **irregular verbs**; as, *see*, *saw*, *seen*; *go*, *went*, *gone*. Several lists of irregular verbs follow. Study these lists carefully.

<i>Present</i>	<i>Past</i>	<i>Past Part.</i>	<i>Present</i>	<i>Past</i>	<i>Past Part.</i>
am (be)	was	been	bind	bound	bound
arise	arose	arisen	bite	bit	bitten
awake	awoke	awaked	bleed	bled	bled
beat	beat	beat	blow	blew	blown
begin	began	begun	break	broke	broken
bend	bent	bent	breed	bred	bred
bet	bet	bet	bring	brought	brought
bid	bade	bidden	build	built	built
(command)			burst	burst	burst
bid	bid	bid	buy	bought	bought
(offer money)					

CONJUGATION OF "BEGIN"

Present Tense

I begin	we begin
you begin	you begin
he begins	they begin

Past Tense

I began	we began
you began	you began
he began	they began

Future Tense

I shall begin	we shall begin
you will begin	you will begin
he will begin	they will begin

Present Perfect Tense

I have begun	we have begun
you have begun	you have begun
he has begun	they have begun

Read the following sentences, filling the blanks with correct forms of the verbs indicated:

(begin)

1. I begin work at seven o'clock. I began to work there in April. I shall begin work in thirty minutes. I have begun to save money.

2. I always — at six o'clock. He — after the breakfast was eaten.

(bend, blow, break)

3. The tree — when the wind —. The wind — all night and the trees — and —. The man —

and gorges and over high mountain tops. On Friday he crosses the Sierra Nevada and is in California. A ride of ten hours across this state, among vineyards and fruit farms, brings him to San Francisco, the great Pacific seaport of the United States. To cross the United States, therefore, requires about five days or the same time that it takes to cross the Atlantic Ocean from Europe in a fast boat. As most Europeans come from small countries, it is hard to make them understand the immense size of this new country.

88. IRREGULAR VERBS

Study the following irregular verbs:

Present	Past	Past Part.	Present	Past	Past Part.
catch	caught	caught	drive	drove	driven
choose	chose	chosen	eat	ate	eaten
come	came	come	fall	fell	fallen
cost	cost	cost	feed	fed	fed
creep	crept	crept	feel	felt	felt
cut	cut	cut	fight	fought	fought
dig	dug	dug	find	found	found
do	did	done	fly	flew	flown
draw	drew	drawn	forget	forgot	forgotten
drink	drank	drunk			

Read the following sentences, filling the blanks with a correct form of the verb indicated:

(*catch*)

1. I must — this ball; you — the last one. Mary — cold last night. Be careful not to — cold. The policeman — the burglar.

(*choose*)

2. — one of these books. I have — “Dombey and Son.” I — it because I like Dickens’s works.

(come)

3. You must — as soon as you can. Yesterday you — too late. We have — a long distance to meet you. Will you — as soon as possible? Let us know when you can —.

(cost)

4. This coat — too much. The one I had last year — much less. How much will it — with a cheaper lining? It — — a little less.

(cut)

5. John — his finger. This is the second time he has — himself. If you are not careful, you — — yourself.

(do)

6. Never put off till to-morrow what you can — to-day. Mary — her work well; she has — her very best. I hope you will — as well. Will you — me a favor? He — not — the work as well as I expected it to be —.

(draw)

7. — a circle. Have you — it? He — it with a compass. He will now — another. Is the second circle he — larger than the first one?

(eat, drink)

8. I — my breakfast at six o'clock, but James — his at seven. I — my lunch an hour ago. I have — my dinner. Most people — coffee for breakfast. The clerk — a quart of milk at lunch. The children — — all the milk.

(forget)

9. William — the message I gave him. If he —

again, he will be punished. He has — too many things lately. If he is punished, perhaps he will not — next time.

99. A TIMETABLE

To THE TEACHER. — This lesson requires a wall map of the United States.

A timetable is issued by a railroad company to show at what time a train arrives at various places and at what time it leaves them. Read the timetable below. Find on what day and at what hour a train leaves Chicago. On the map follow this train to San Francisco. Tell when it arrives at each city. Find on the wall map the cities named. Then follow another train back to New York.

CALIFORNIA MAIL

**CHICAGO AND NORTH WESTERN RY.
SAN PEDRO, LOS ANGELES & SALT LAKE R. R.**

Electric lighted train for San Francisco
Westbound Nos. 3-19-19 Example of Daily Service

Lv. Chicago . . .	10.45 P.M.	Sun.	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.
Ar. Omaha . . .	3.45 P.M.	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.	Sun.
Ar. Ogden . . .	6.15 A.M.	Wed.	Thur.	Fri.	Sat.	Sun.	Mon.	Tues.
Ar. Salt Lake City .	8.05 A.M.	Wed.	Thur.	Fri.	Sat.	Sun.	Mon.	Tues.
Ar. San Francisco .	9.30 A.M.	Thur.	Fri.	Sat.	Sun.	Mon.	Tues.	Wed.

Eastbound Nos. 2-6-22

Lv. San Francisco .	7.00 P.M.	Sun.	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.
Lv. Salt Lake City .	7.20 A.M.	Tues.	Wed.	Thur.	Fri.	Sat.	Sun.	Mon.
Lv. Ogden . . .	8.35 A.M.	Tues.	Wed.	Thur.	Fri.	Sat.	Sun.	Mon.
Lv. Omaha . . .	6.00 P.M.	Wed.	Thur.	Fri.	Sat.	Sun.	Mon.	Tues.
Ar. Chicago . . .	7.34 A.M.	Thur.	Fri.	Sat.	Sun.	Mon.	Tues.	Wed.

Bring a newspaper to the next class and find a railway timetable.

100. PHONICS AND SPELLING

(sh)	(sh)	(sh)	(sh)
shall	shell	dash	fish
show	sheep	gash	wish
shave	sheet	lash	push
shake	shears	rash	rush
shame	shop	dish	brush
shape	shine	crash	crush

101. THE MOUNTAINS OF THE UNITED STATES

To THE TEACHER.—A wall map of the United States is needed for this lesson.

The United States may be divided roughly into three great parts, separated by two ranges of mountains.

In the eastern part of the United States are the Appalachian Mountains. These extend from the northeastern corner of our country in a southwesterly direction, ending in the state of Alabama. They are made up of several rather low ranges of mountains, which lie parallel to each other. They are highest in the middle, in the states of North Carolina, Virginia, and Tennessee.

Some parts of these mountains are very beautiful. The Adirondack Mountains in New York are especially noted for the beauty of their forest-covered summits and their great number of small lakes. A part of these mountains has been kept by the state of New York as a park, and thousands of people go there every summer to "camp out," for a part of the year, in canvas tents or log houses. Thousands of people visit the White Mountains in New Hampshire every year. Many people go to North Carolina in the winter time.

The whole Appalachian Mountain region is very rich in forest products and minerals. The mountains are covered with pine, oak, hemlock, and other trees, and for a hundred years these forests have given work to thousands of lumbermen. These lumbermen cut down the trees in winter, and in the spring float the logs down the rivers to sawmills, where they are sawed into boards.

From the sawmills the lumber is sent by railways or by boat all over the country, to be used in building. A great deal of wood is used nowadays in making paper, and some of this comes from the Appalachian Mountains. The paper pulp mills do not need the larger trees, as paper pulp can be made from the wood of small trees.



LUMBERING

The Appalachian Mountains are rich in coal and iron, the two minerals that are most needed. Coal is found in the mountains of Pennsylvania and southward to Alabama ; iron ore from New York southward to Alabama ; fine marble and granite in the White Mountains and Vermont ; sandstone and limestone for building everywhere in the mountains.

The mountains in the west lie in two great lines which run from north to south across the western side of the United States. The more eastern range is called the Rocky Mountains. The western range is called Sierra Nevada. Between these two ranges the country is a high plain.

The Rocky Mountains and the Sierra Nevada are very different from the Appalachian Mountains. Instead of being low, round-topped mountains, forest-covered to the top, they are high, rough, wild, sharp-pointed mountains, covered with snow all the year round. Some of the mountains are very high. Mount Whitney, in the Sierra Nevada, is 14,500 feet high. Many other mountains are more than 14,000 feet high. Railroads go over these ranges, in places at a height of over 12,000 feet. In Colorado, the city of Denver is a mile (5280 feet) above the level of the sea, and Leadville is 10,200 feet above sea level.

In the Rocky Mountain region there are many mines containing valuable minerals. Gold in large quantities has been taken from them. When gold was first discovered, it was found in the sand at the bottom of rivers, and men "washed" it out in big pans. Now most of our gold is obtained from mines.

102. IRREGULAR VERBS

Study the following irregular verbs:

<i>Present</i>	<i>Past</i>	<i>Past Part.</i>	<i>Present</i>	<i>Past</i>	<i>Past Part.</i>
get	got	got	knit	knit	knit
give	gave	given	know	knew	known
go	went	gone	lay	laid	laid
grind	ground	ground	lead	led	led
grow	grew	grown	leave	left	left
hang	hung	hung	lend	lent	lent
have	had	had	let	let	let
hear	heard	heard	lie	lay	lain
hide	hid	hidden	(recline)		
hit	hit	hit	lose	lost	lost
hold	held	held	make	made	made
hurt	hurt	hurt	mean	meant	meant
keep	kept	kept	meet	met	met
kneel	knelt	knelt	pay	paid	paid

Read these sentences, filling the blanks with the proper words:

(*get*)

1. You must — a new pencil. I — a very good one around the corner.

(*go*)

2. Martha has — home. She — yesterday. Her brother will not — till Monday.

know

3. I — where you can find work. The stranger asked the little boy if he — where Bond Street was. The parents of that boy will not — of his death until next week. I have — Mr. Cole for fifteen years. — you — him long?

(lay)

4. —— your pen on the desk. He —— his pen on the desk. He —— his hat on the floor. The laborers —— a hundred feet of concrete sidewalk in two days. The owner of the house —— carpets on all the floors.

(let)

5. —— him sleep until nine o'clock. Please —— me have your knife. I —— him go home at eight o'clock. The boss —— the men off on Saturday afternoon. He —— them off two hours on Election Day.

(light)

6. Please —— the gas. The servant —— the gas early in the afternoon. The fire —— up the whole town. Some children —— a fire in a basket of paper. In an hour the moon will —— up the roads.

(leave)

7. I —— Europe two years ago. Some men have —— their wives in Europe. He has —— his wife with two small children. I —— —— home at nine o'clock.

(lend)

8. Please —— me your knife for a moment. The bank —— money on mortgages. They —— money freely to our friends. —— they —— you any?

(lose)

9. If you —— your key, the company will make you pay for it. The careless carpenter —— nearly all his tools. I have —— all my carfare from a hole in my pocket. The driver will —— that barrel from his wagon if he does not tie it on. He —— already —— two boxes. The little boy —— his way.



103. THE LOWLANDS OF THE UNITED STATES

To the Teacher.—A wall map of the United States is needed for this lesson.

The three great ranges of mountains, the Rocky Mountains, the Sierra Nevada, and the Appalachian Mountains, cut the United States into four great parts, which have their greatest length from north to south.

Between the Appalachian Mountains and the Atlantic Ocean there is a long, narrow lowland. This extends from Maine to Florida and is not more than two hundred miles wide. It is called the Atlantic coast plain.

Between the Appalachian Mountains and the Rocky Mountains are the wide valley of the Mississippi and the plains along the Great Lakes. This great lowland is as large as all that part of Europe west of Russia, and it is one of the finest farming lands in the world. Much of this plain is flat and has few hills of any kind. Between the Mississippi and the Rocky Mountains it is so flat that one may see for twenty miles in any direction. It is not level, however, but slopes upward from the river to the Rocky Mountains so slowly that it looks level. Denver is almost a mile higher than the Mississippi River at St. Louis. While crossing the fertile lowland from Buffalo to Denver, a traveler in

the summer time rides for three days through beautiful farms, covered with immense crops of corn, wheat, and potatoes. He sees orchards of apples and peaches, and hundreds of miles of vineyards. Every few miles he passes pretty little villages, and his train stops at many large cities.

When the first white men came into the lowlands east of the Mississippi, they found them covered with forests, broken only by the few cornfields of the Indians. West of the Mississippi there were no forests. The plains were treeless, but they were covered with grass which fed great herds of buffaloes. Now these lowlands form one immense farm. The forests have been cut down or burned. The deer and buffalo have been killed. Great cities stand now where Indian villages of bark houses stood a hundred years ago. Roads and railways cross the plain in all directions. Thriving towns and villages have grown up all over it. Its farmers feed the world.

West of the Sierra Nevada there is a lowland bordering the Pacific Ocean but it is of much less extent than that which borders the Atlantic.

104. IRREGULAR VERBS

Study the following irregular verbs:

<i>Present</i>	<i>Past</i>	<i>Past Part.</i>	<i>Present</i>	<i>Past</i>	<i>Past Part.</i>
put	put	put	rise	rose	risen
quit	quit	quit	run	ran	run
read	read	read	say	said	said
rid	rid	rid	see	saw	seen
ride	rode	ridden	seek	sought	sought
ring	rang	rung	sell	sold	sold

<i>Present</i>	<i>Past</i>	<i>Past Part.</i>	<i>Present</i>	<i>Past</i>	<i>Past Part.</i>
send	sent	sent	shrink	shrank	shrunk
set	set	set	shut	shut	shut
shake	shook	shaken	sing	sang	sung
shed	shed	shed	sink	sank	sunk
shine	shone	shone	sit	sat	sat
shoe	shod	shod	slay	slew	slain
shoot	shot	shot	sleep	slept	slept
show	showed	shown			

CONJUGATION OF "SAY"

<i>Present Tense</i>		<i>Past Tense</i>	
I say	we say	I said	we said
you say	you say	you said	you said
he says	they say	he said	they said
<i>Future Tense</i>		<i>Present Perfect Tense</i>	
I shall say	we shall say	I have said	we have said
you will say	you will say	you have said	you have said
he will say	they will say	he has said	they have said

Conjugate the verbs *ride*, *see*, *sell*, and *show* in the present, the past, the future, and the present perfect tenses.

Read these sentences, filling the blanks with correct forms of the verbs given:

(*ride, see*)

- The traveler — through beautiful farming country. He — great wheat farms. The tourists — across the mountains in a sleeping car. They — silver mines from the car window. Have you ever — the vineyards along Lake Erie? Travelers from Europe — many wonderful sights in America. The first Europeans in America — thousands of deer in the forests. Have you — deer and bears? Have your friends — Niagara Falls?

(sell)

2. The grocer — vegetables. The real estate agent — houses and land. Last year he — eighteen houses on our street. Spain — the Philippine Islands to the United States. The people next door have — their house for two thousand dollars.

(send)

3. — this package to my house. The grocer — your groceries home. We — letters by mail. They have — us a postal card from every city they have visited. We will — a present to the children.

(show)

4. — me your labor certificate. The boy — the inspector his labor certificate. A guide is a man who — the way. I will — him my new book. You have — your ticket to the wrong man. They — no interest in their work. Come into the house and I will — you our new baby.

(sing)

5. (*Present.*) I — bass. My friend — tenor.

6. (*Past.*) Caruso — tenor. The soldiers — as they marched. The school children — the national hymn. Last year we — in four concerts. The sopranos — very well.

7. (*Future.*) The Verdi Singing Society — — here next Monday. Three of my friends — — in the church choir. The pupils of the public schools — — national songs. Our canary bird — not — any more. — you — for us?

8. (*Present Perfect.*) I — — in a choir. John — — in church many times. The girls — — frequently in concerts.

105. THE RIVERS OF THE UNITED STATES

To the Teacher.—A wall map of the United States is needed for this lesson.

In the United States there are many rivers, some of which are among the largest in the world.

The greater part of the immense valley which lies between the Rocky and Appalachian mountains is drained by the mighty Mississippi River. The name is an Indian name which means "great river." This river rises in a few small lakes in the northern part of the state of Minnesota. It flows southward, taking the waters from the lowlands through many small branches.



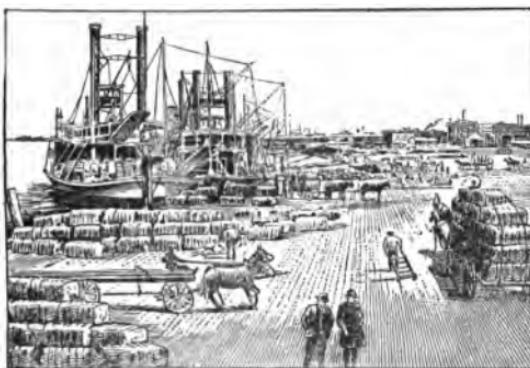
STEAMBOAT ON THE MISSISSIPPI RIVER

Near St. Louis, it is joined by the Missouri River. This long branch rises in the Rocky Mountains, and flows across the great plains east of the mountains.

A little farther south the Ohio River enters the Mississippi. *Ohio* is an Indian name meaning "beautiful river." The main branches of this river rise in Pennsylvania and Virginia in the Appalachian Mountains. It drains thousands of square miles of the lowlands west of these mountains.

Two other large rivers enter the Mississippi from the west. These are the Arkansas River and the Red River. They drain the southern part of the Great Plains, east of the Rocky Mountains.

The Mississippi River flows into the Gulf of Mexico. Where it enters the gulf there are great marshes. These low, wet swamps are made of the mud which has been brought down by the river.



LOADING A STEAMER WITH COTTON, NEW ORLEANS

Ocean steamers can sail up the Mississippi River to the docks at New Orleans. Large river steamers can go up the river from New Orleans to St. Paul, a distance of 1200 miles, or up the Ohio River to Pittsburgh, a distance of 1100 miles. A great amount of freight is shipped on the river. Coal is sent in flatboats from Pittsburgh to the cities along the river. Cotton is shipped from the little towns along the river by river steamers to New Orleans, and from there to Europe. Lumber and flour are shipped from the cities in Minnesota to the cities in the south.

The Ohio River is the great route by which people have come into the fertile lowlands of the Mississippi Valley. They usually crossed the Appalachian Mountains in wagons. When they reached the Ohio River they built flatboats in which they easily floated down the river to the rich farming lands along its banks.

The eastern part of the United States has many rivers. Some of these are large enough for ocean steamers. The Hudson and the Delaware rivers are wide, deep streams. Ocean steamers can go up these rivers and unload at docks in New York or Philadelphia. River steamers ply on many of the smaller streams.



GRAND CANYON OF THE COLORADO

The western part of the United States has two very large rivers. One, the Colorado, rises in the Rocky Mountains. It has cut a deep, narrow valley through the highlands of Arizona, which is called the Grand

Canyon of the Colorado. This canyon is 200 miles long and more than a mile deep in some parts, and its walls are very steep. It is the most beautiful and wonderful gorge in the world, and is visited every year by thousands of travelers.

The Columbia River also rises in the Rocky Mountains, and flows into the Pacific Ocean. It is a great, wide, beautiful river.

106. READING LESSON FOR FOUR PUPILS

(Three pupils to read; one to perform the action.)

To THE TEACHER.—This lesson requires a wall map of the United States.

Read the following sentences, filling the blanks:

1. Go to the map and point out the Mississippi River.
2. What is —— doing?
3. —— is finding the Mississippi River on the map.
1. Go to the map and point out the great river that enters the Mississippi from the east.
2. What has —— done?
3. —— has pointed out the Ohio River.
1. Go to the map and point out the three rivers that enter the Mississippi from the west.
2. What has —— done?
3. —— has pointed out the Missouri River, the Arkansas River, and the Red River.
1. Show us where the Colorado River is.
2. What has —— done?
3. —— has pointed out the Colorado River.
1. Show us where the Hudson River is.
2. What is —— doing?
3. —— is pointing to the Hudson River.

1. Find a city on the Potomac River in the District of Columbia and write its name.
2. What did —— write?
3. —— wrote the word “Washington.”
1. Write the name of a large city on the Ohio River.
2. What did —— write?
3. —— wrote the name “Pittsburgh.”

107. IRREGULAR VERBS

Study the following verbs:

<i>Present</i>	<i>Past</i>	<i>Past Part.</i>	<i>Present</i>	<i>Past</i>	<i>Past Part.</i>
slide	slid	slidden	spread	spread	spread
sow	sowed	sown	spring	sprang	sprung
speak	spoke	spoken	stand	stood	stood
speed	sped	sped	steal	stole	stolen
spend	spent	spent	stick	stuck	stuck
spin	spun	spun	sting	stung	stung
spit	spit	spit	strike	struck	struck
split	split	split	string	strung	strung

CONJUGATION OF “SPEAK”

Present Tense

I speak	we speak
you speak	you speak
he speaks	they speak

Past Tense

I spoke	we spoke
you spoke	you spoke
he spoke	they spoke

Future Tense

I shall speak	we shall speak
you will speak	you will speak
he will speak	they will speak

Present Perfect Tense

I have spoken	we have spoken
you have	you have
spoken	spoken
he has spoken	they have
	spoken

*Conjugate the verbs **spend**, **stand**, **steal**, **strike** in the four tenses given above.*

Read the following sentences, filling the blanks with the proper forms of the verbs indicated:

(speak, stand)

1. (*Present.*) The teachers — Polish and German.

2. (*Past.*) I — to the boss about you. He — to the superintendent of the shop. The speaker — on a box and — to the men in the shop.

3. (*Future.*) The new machines — — along the west side of the shop. — you — to our landlord about the rent?

4. (*Pres. Perf.*) We have — on this cold corner for twenty minutes waiting for a car. I — — up in the car all the way home. He — — for over an hour.

(spend, steal)

1. (*Present.*) Some men — every cent they earn. That man — too much money for tobacco. Those boys — everything they can find.

2. (*Past.*) They — all the brass fittings from every sink in the house and — the money they got for theater tickets. A neighbor — twelve hundred dollars for an automobile.

3. (*Future.*) Be careful or that man — — your pocket book. We — — only part of our wages. If children have pennies they — soon — them.

4. (*Pres. Perf.*) That man — — nearly every dollar that his father left him. The contractor — — over ten thousand dollars on the brick work of the new police station.



NIAGARA FALLS

108. THE LAKES OF THE UNITED STATES

To THE TEACHER.—A wall map of the United States is needed for this lesson.

In the United States or on its borders, there are some of the largest lakes of fresh water in the world. The five "Great Lakes" are connected by deep rivers, or straits. The Strait of Mackinac, the Detroit River, and the St. Clair River are deep enough for large steamers. In St. Marys River, between Lake Superior and Lake Huron, there are rapids or falls, but canals have been dug around them so that steamers can pass. In the Niagara River are the great Falls of Niagara.

A canal has been dug in Canada through which steamers can pass from Lake Erie to Lake Ontario. Thus, by means of the Great Lakes, the rivers, and the canals, steamers can go from the western end of Lake Superior to the docks at Quebec, where they meet ocean steamers from Europe.

These lakes are so immense that a man can travel on them for a whole day without seeing land. Yet the water of the lakes is not salt like ocean water, but is clear, pure, and fresh.

Let us follow a steamer from one end of the Great Lakes to the other. At Buffalo it has taken on a load of 10,000 tons of coal. It leaves Buffalo on Monday morning. It travels on Lake Erie all Monday and Monday night. On Tuesday it enters the Detroit River, and passes the city of Detroit. It continues through little Lake St. Clair, the St. Clair River, and Lake Huron. On Wednesday it enters St. Marys River, and passes the city of Sault Ste. Marie which is often called the "Soo." From the Soo it passes through a great canal on the American side of the river and enters Lake Superior. On this large lake it sails all day Thursday, and on Friday reaches the city of Duluth, which is 1100 miles from Buffalo.

Duluth is the shipping port for the wheat fields of Minnesota and the Dakotas. Our steamer unloads its coal and goes to a grain elevator. There it is loaded with 400,000 bushels of beautiful, yellow wheat, which it takes back to the elevators and mills of Buffalo.

Many large cities have grown up along these Great Lakes. On Lake Michigan are Milwaukee and Chicago. These are the chief ports for the farming country of the northern Mississippi Valley. Steamers load there with corn, flaxseed, oats, barley, and flour. On Lake Superior, besides Duluth, there are Marquette and several smaller cities, where vessels load with iron ore and lumber. These come to the steel mills at Buffalo and Cleveland and the lumber yards of Tonawanda.

On Lake Erie are Buffalo, Cleveland, Toledo, Erie, and other smaller cities. These ship coal from the Pennsylvania mines, and all kinds of articles from their factories, and receive iron ore, lumber, and grain.

Besides the freight steamers that ply on the Great Lakes, there are many passenger steamers that travel between the cities on the lakes.

There are also thousands of smaller lakes in the United States. Some of these are large enough for steamers. In a few, the water is salt.

In New York, Maine, and Wisconsin there are many beautiful small lakes, where people go to spend their summer vacations. They camp in tents or live in simple



CAMPING

houses and amuse themselves by fishing and boating and other water sports.

In Utah there is a very large lake, called Great Salt Lake, in which the water is even more salt than it is in the ocean.

109. READING LESSON FOR FOUR PUPILS

To THE TEACHER.—This lesson requires a wall map of the United States.

(Three pupils to read; one to perform the action.)

Read the following sentences, filling the blanks:

1. Go to the map and point out the Great Lakes.
2. What has —— done?
3. —— has shown us the Great Lakes.
1. Show us Lake Superior.
2. What has —— done?
3. —— has pointed to Lake Superior.
1. Find Lake Erie.
2. What has —— done now?
3. —— has pointed to Lake Erie.
1. Show how a steamer goes from Lake Superior to Lake Erie.
2. What is —— doing?
3. —— is tracing out the course of a steamer from Lake Superior to Lake Erie.

110. IRREGULAR VERBS

<i>Present</i>	<i>Past</i>	<i>Past Part.</i>	<i>Present</i>	<i>Past</i>	<i>Past Part.</i>
swear	swore	sworn	throw	threw	thrown
sweep	swept	swept	wear	wore	worn
swim	swam	swum	weave	wove	woven
swing	swung	swung	weep	wept	wept
take	took	taken	wet	wet	wet
teach	taught	taught	win	won	won
tear	tore	torn	wind	wound	wound
tell	told	told	wring	wrung	wrung
think	thought	thought	write	wrote	written
thrive	throve	thrived			

CONJUGATION OF "TAKE"

Present Tense

I take	we take
you take	you take
he takes	they take

Past Tense

I took	we took
you took	you took
he took	they took

Future Tense

I shall take	we shall take
you will take	you will take
he will take	they will take

Present Perfect Tense

I have taken	we have taken
you have taken	you have taken
he has taken	they have taken

Read the following sentences, filling the blanks with the proper forms of the verbs indicated:

(*take, throw*)

1. (*Present.*) —— these ashes outside and —— them into the ash can. I often —— children for a ride in an automobile. That man —— all the children in the neighborhood to the moving picture show. In baseball the pitcher —— the ball to the catcher.

2. (*Past.*) The watchman —— the burning paper from the floor and —— it into the street.

(*teach*)

3. If Mr. Brown will —— me as well as Mr. Clark —— my brother, I will soon learn English. Mr. Clark has —— in the evening school for many years. He —— arithmetic as well as English.

(*think*)

4. —— before you speak. Have you —— about the matter we discussed? John —— he will join us.

(*write*)

5. Mary —— me a letter yesterday. She always —— interesting letters. She has —— me three letters. Will you —— to me if I give you my address?



ORANGE GROVE

111. CLIMATE OF THE UNITED STATES

The United States extends so far from north to south that it has many kinds of climate. The mountains, also, cause great differences in the weather. So, when we of the north are shivering in the cold winds of winter, people in Florida, Texas, and California are enjoying summer weather. Workers in California orange groves may watch snow storms cover the mountains east of them with snow, while they themselves enjoy the warmth of summer. In the winter, people in the north eat strawberries that grew on farms in the south.

The climate of the Atlantic coast plain is modified by the ocean. A cold current of water flowing south from Greenland cools the northeastern states. The

southern portion of the Atlantic coast plain is warmed by the warm waters of a current called the Gulf Stream, which flows out of the Gulf of Mexico.

The states along the northern part of the Atlantic coast have very cold, severe winters and cool summers. The states of New Jersey, Delaware, Maryland, and Virginia, in the middle of the Atlantic plain, have hot summers and mild winters. Georgia and the Carolinas have hot summers and very little cold weather in winter. Florida has almost a tropical climate.

The Mississippi Valley has every kind of climate from the extreme winter cold of Montana to the extreme summer heat of Texas. In winter the thermometer in Montana sometimes registers as low as 48 degrees below zero, but the air is so dry that people do not suffer from the cold. Moist winds from the Atlantic cross the Appalachian Mountains and bring rain to the eastern part, and south winds bring rain from the Gulf of Mexico. Most of this rain falls before it reaches the extreme western and northwestern part. For this reason the country along the east side of the Rocky Mountains is dry.

Sometimes violent wind storms, called tornadoes, sweep over the plains of the Mississippi Valley, destroying houses and crops, and killing men and animals. At other times there is a drought and no rain falls all summer. Then the crops dry up and cattle die of hunger and thirst.

The Rocky Mountains and the Sierra Nevada are so high that winds which carry rain cannot cross them. Arizona, New Mexico, and Nevada, which lie partly between them, are very dry and hot. Much of the land

is so dry that it is a desert. In some places farmers dam the water of rivers which run down from the mountains, and make it run through canals and ditches over their land. This is called irrigation. A great deal of fine farming land is watered in this way.

The rain that is brought by the west winds from the Pacific Ocean falls mostly on the west side of the mountains, and the states of Oregon and Washington have plenty of rain.

California has a warm climate, but much of it is quite dry and many farms there must be irrigated.

112. "THERE IS," "THERE ARE"

Read the following sentences:

1. There is a table in this room.
2. There is a book on the table.
3. There are seven days in a week.
4. There are one hundred cents in one dollar.
5. There are two thousand pounds in a ton.
6. There are thousands of acres of apple orchards in New York State.
7. They say that there are more than ninety thousand Poles in Buffalo.
8. Are there many in Pittsburgh?
9. I think that there are a few books left in the book-case.
10. No, there are none.
11. It seems that there are many men out of work this year.
12. Yes, there are.
13. Is there any one here who speaks Italian?

14. Yes, there are two men.
15. Is there any one in this room who is an American citizen? Yes, there are several citizens here, and there are at least five who have their first papers.
16. Is there much work in Greece?
17. No, there is very little work in Greece except on farms.
18. What is there for supper to-night?
19. There is plenty of meat but there is no bread.

Read the following sentences, filling the blanks with there is, is there, there are, or are there:

20. —— twenty men in this room.
21. —— no women in this class?
22. —— 180 pages in this book.
23. —— pockets in my coat.
24. —— thirteen stripes in the flag of the United States.
25. —— war in Mexico.
26. —— many Italians and Hebrews in the city of New York.
27. In Buffalo —— many Poles and Germans.
28. In St. Paul —— many Swedes.
29. In Pittsburgh —— many Hungarians.
30. —— any work here for me?

113. "THERE WAS," "THERE WERE," "THERE WILL BE"

Read the following sentences:

1. Many years ago there was a king of Poland named John Sobieski.
2. There was a great war between the Turks and the Austrians.

3. There was no doubt that the Turks would be victorious.
4. There was a great battle.
5. There was rejoicing in the Polish army.
6. There were only three sunny days last week.
7. There were many rainy days last month.
8. There will be a few warm days this month.
9. Were there any books left in that bookcase?

There were a few. There were, perhaps, four.

10. Were there many people at church this morning? Yes, there were a great many.
11. Will there be any school Friday evening? No, there will be no school.
12. Will there be a strike at the shop? No, I think there will not be.

*Read the following sentences, filling the blanks with **there was**, **there were**, or **there will be**:*

13. Last Monday night — — thirty men in this class.
14. — — — no school on Lincoln's birthday.
15. — — — a fight at the corner when we came in.
16. — — — twenty boys standing on the corner.
17. — — — a crowd of boys standing at the corner.
18. — — — an old man looking for work.
19. On the car — — five men just arrived from Italy.
20. — — — flowers in the garden next week?
21. Soon — — — plenty of work for everyone.
22. — — — a special election next Tuesday.
23. — — — a heavy frost last night.
24. — — — higher prices for groceries soon?

114. FARMING IN THE UNITED STATES

You have read that farming can be carried on in nearly every part of the United States. The soil in most parts is very fertile. In almost every part there is enough rain for any crop, and even in the north the climate is warm enough for farm crops. Farming, therefore, is the most important industry of the United States.

The farm products of the United States may be divided into several classes. There are field crops, forage crops, fruit and vegetables, dairy products, and live stock products.

Field crops are crops that are grown in large fields. Corn, potatoes, beans, flax, and grain are field crops of the north. Cotton, tobacco, and sugar cane are field crops of the south.

Forage crops are crops that are raised to feed horses and cattle. Hay, alfalfa, and corn are the great forage crops.

Fruit raising is an important industry. In the north immense crops of apples and peaches, cherries and plums, grapes and berries are raised. The south has its peach orchards and orange groves.

The vegetable crops are also very important. Of these crops the most valuable are celery, onions, lettuce, and cabbages. Besides these there are many more, as sweet corn, green beans, cauliflowers, cucumbers, and melons.

A dairy is a farm where cows are kept for milking. The dairy products are milk, butter, cream, and cheese. "Live stock" is a name for all the farm animals, such as horses, cows, sheep, hogs, and mules. These are kept



DAIRY FARM

for their skins, for their wool, for their meat, or for pulling loads. In some places oxen are used for pulling, but most of our work is done by horses. In the south and west, mules and donkeys are used a great deal.

Until fifty years ago farmers did all their farm work by hand, very much as it is still done in some parts of Europe. They plowed their land with plows drawn by horses. They sowed grain by hand, cut it with a scythe or a sickle, and threshed it with a flail.

Nowadays farmers do nearly all their farm work by machinery. When a farmer plows land for wheat, he rides on a "gang" plow pulled by horses or by a gasoline engine. He sows the wheat with a drill which is pulled by horses, and he rides on the binder that cuts it. He threshes it with a machine.

Potatoes are planted by a machine, cultivated by a machine, and dug by a machine. Corn is planted and cultivated by machines. When it is ripe it is husked and shelled by machines. Cows are milked by machinery, and sheep are sheared by a machine.

A farmer can raise farm produce cheaply and easily where farm work is done by machinery and he can

work a larger farm. It is cheaper to plow one farm of a thousand acres with a gasoline engine than it is to plow



PLANTING POTATOES

twenty small farms of fifty acres each with horses. It is cheaper to harvest one thousand acres of wheat on one farm than to harvest it on twenty small farms.

Although much of the farm work is done by machines there is still plenty of work for men on farms. Sometimes farmers cannot gather their crops because they cannot get men to work for them. Thousands of men are needed every year in the apple orchards of New York, the vineyards of Ohio, the wheatfields of Dakota, and the cornfields of Kansas. Wages are not so high as in factories, but there are not many expenses and a man can save more money in a year on a farm than in a factory. The work is not so hard as in factories, although the hours are longer.

Many people who come here from Europe go out into the country during the summer and work on farms for a few years until they learn what crop pays best and how to raise it. Then they buy farms for themselves.

Many Italians buy berry farms and vineyards. The first year they may send their berries to market in a little wagon drawn by a poor, old horse, but after a few years they may draw them to market in an autotruck. Portuguese and Germans often buy vegetable farms, but Poles and Swedes and Russians like big farms, where they can raise field crops and live stock.



A LOG HOUSE

When the first Europeans came to this country they found the land covered with forests. Before they could raise a farm crop they had to cut down the trees and pull out the stumps. Some of the trees were used for building log houses, but most of them were cut into logs, and piled up and burned to clear the land.

Many settlers brought with them from Europe the seeds of vegetables raised there; but their first crop was usually corn, the seed of which they bought from the Indians, who showed them how to raise it.

115. THE VERB "MAY"

In a question, *may* is used in asking permission. For instance, if a boy wishes to go to the circus he says, "May I go to the circus?" If you wish more pie for supper, you say "Please, may I have another piece of pie?"

In a declaration *may* is used either to grant permission or to show possibility. For instance, a boy says to his father, "May I go swimming?" His father answers, "Yes, you may go." He permits the boy to go. But if I say, "It may rain to-morrow," this shows a mere possibility. Perhaps it will rain, but perhaps it will not.

Might expresses possibility and permission just as *may* does.

Read the following sentences:

Permission (might)

1. The boss said that I might leave at half past two.
2. He said that I might stay away to-morrow.
3. I said that you might go.
4. You said that I might leave early.
5. The driver said that the children might ride on his autotruck.

Possibility (might)

6. The farmer thought that it might freeze before morning.
7. We thought that the waterpipes might freeze.
8. You might have lost your job.
9. The children thought that their mother might take them to the park.

Permission (may)

10. May I go swimming? Yes, you may go.
11. May I vote before I get my naturalization papers? No, you may not.
12. May we go to the baseball game? Yes, you may go.
13. May I have some more meat, please? You may. Pass your plate.
14. May the little girls come over to our house to play? Yes, they may, if their mother will give them permission to go.

Possibility (may)

15. It may snow to-morrow.
16. I may return to Europe next month.
17. We may have to look for other work next week.
18. I may not be able to come to school Friday night. We may work overtime.
19. Our church may have a fair that night.
20. I may come home late to-night.
21. This rain may continue for three days.
22. We may expect warm days in March.
23. Tony may have to go to the doctor to see about his hand.
24. The doctor may have to cut off two fingers.
25. He may be sick for two or three weeks.
26. Mr. Brown said that he may have to walk home from work to-day.
27. Unless we get work soon our children may starve.
28. He seems to think that he may be elected.
29. We may have half a day off on Election Day.
30. The European war may last three years.
31. The United States may have more trade.

116. THE VERBS "MUST" AND "MAY"

The verb *must* shows compulsion. When I say "I must be at the court at three o'clock," I mean that I am compelled to be there whether I wish to go or not.

Read the following sentences, filling the blanks with must or may:

1. You —— make six hundred boxes every day.
2. You —— not walk on the grass.
3. You —— not smoke in the street cars.
4. Boys —— not run this power saw.
5. Before you vote you —— get your naturalization papers.
6. —— I carry in all this wood? Yes, you ——.
7. —— I send my child to the hospital? Yes, you ——.
8. The doctor said that he —— go to the hospital.
9. Children —— be seen and not heard.
10. Boy scouts —— be prepared.
11. —— I leave work early? Yes, you ——.
12. The boss said that I —— leave the shop at noon.
13. —— the men have a meeting at the office?
14. —— we have a meeting at the school to-morrow?
Yes, you ——.
15. The teacher said that we —— meet in Room 6.
16. —— I have a dictionary? Yes, you ——.
17. —— I carry your parcels? Thank you, yes.
18. Please —— we be allowed to come in early?
Yes, you ——.
19. To-morrow it —— snow.
20. In December we —— have some rather warm weather.

21. In Kansas the farmers — lose all their corn crops because of a drought.
22. The apple growers in New York think that they — have only half a crop of apples.
23. The men think that they — get work picking apples.
24. The boys — get a job driving a seed drill.
25. The girls — get work picking strawberries.
26. Children — attend school until they are fourteen years old.
27. Every man in the shop — work overtime to-night.
28. Every train — run slowly through this town.
29. The automobiles — not run faster than fifteen miles an hour in the village.
30. Children — learn to obey.
31. You — be careful at that machine.
32. — I work on that machine ?

117. THE VERB "SHOULD"

The verb *should* is used to express obligation, that is, something which it is our duty to do. "You should go to church every Sunday" means that it is your duty to do this. "A child should obey" means that it is a child's duty to obey.

Should is also used to show futurity, somewhat as *shall* is used. Thus, "I should like a day off next week."

Read the following sentences, filling the blanks with should:

1. I — like to return to my fatherland.
2. I — not like to return to my fatherland.

3. I —— go to church every Sunday, but I cannot always do so.
4. You —— own your own house. You —— not pay rent.
5. Your wife —— have a new dress for Easter if you can afford to buy one for her.
6. Children —— be seen and not heard.
7. Children —— obey their parents.
8. All children —— be in school every day during the school term.
9. Every man who cannot speak English —— attend night school. He —— learn English.
10. —— women vote? They say that they —— vote.
11. —— we allow women to vote? I think that we ——.
12. —— every man go to the same church?
13. I —— like to buy a farm. —— you?
14. I —— like to go to the ball game. —— you?
Yes, certainly I ——. I —— like to see it very much.
15. I —— not go if it looked like rain.
16. I —— quit work if I were you.
17. Why —— you not get an automobile if you want one?
18. I —— like to go swimming to-day.
19. We —— be pleased to have you visit us.
20. You —— not worry about your work.
21. He —— be more careful.
22. She —— have carried her purse in her pocket.
23. —— I have lent him that money?
24. —— you be sorry if you lost your job?
25. We —— have consideration for other people.

118. THE VERB "CAN"

The verb *can* is used to show ability to do something. "I can read" means that I am able to read. *Can't* is a short form for "cannot."

Read the following sentences, filling the blanks with can, cannot, or can't:

1. I — lift two hundred pounds.
2. He — lift more than I can.
3. A boy — lift only fifty pounds.
4. How far — you walk?
5. I — walk twenty miles a day.
6. I — walk thirty miles a day.
7. How far — you jump?
8. I — jump eight feet and four inches.
9. — you catch that car? I — catch it if I run fast.
10. How many languages — you speak?
11. — you ride on the car to work? Yes, I — get on the car at the corner and ride to work.
12. — you drive a horse? Yes, I — drive a horse. I — harness and hitch a horse, too.
13. — you milk? Yes, I — milk. I worked on a farm before I came here.
14. — you run a gasoline engine? No, I — do that.
15. — these girls run a sewing machine? Yes, they — run a foot power machine but they — run a power machine.
16. — you read the name on that car? No, I —. It is too far away.
17. — you lend me a dollar? No, I —.

18. Factories at Buffalo —— get electric power from Niagara Falls.

19. Electricity —— be sent from Niagara Falls to other places on wires.

20. An automobile —— run twenty miles on one gallon of gasoline.

21. A few automobiles —— use kerosene instead of gasoline.

22. There are many small waterfalls in northern United States which —— be made to produce electric power.

23. —— you speak English? Yes, I —— speak it pretty well.

24. —— you run a motor truck? No, I ——.

25. —— you plow. Yes, I —— plow with the old-fashioned plow but I —— run a motor.

26. —— you milk a cow? No, I ——. I have never worked on a dairy farm.

27. —— any of you men speak Russian? Yes, I ——.

28. —— you five men come to work to-morrow? Yes, we ——.

29. —— you lend me a dollar to help pay my rent? No, I ——. I have only a little small change.

119. THE MANUFACTURES OF THE UNITED STATES

A factory needs four things: it must have cheap power, cheap raw material (such as iron ore, leather, wool, and lumber), plenty of men to work, and a market where it can sell the things that it makes.

The United States has so much cheap power and so many raw materials that it has become one of the

greatest manufacturing countries in the world. Our factories make articles to supply most of the needs of our own hundred millions of people. They also ship millions of dollars' worth to other countries. This gives us a great market where we can sell the things we make.

The first raw material that was used in this country was wood. The early settlers burned trees and made potash from the ashes. They sold this potash to soap makers. They also made tar and pitch from pine trees. Very soon the people of New England were building ships from the lumber that had been sawed in their own sawmills.

Wood is still one of our great raw materials. Because it has been cheap we have used it in many ways. We live in wooden houses more than any other people. Our factories make large quantities of fine but cheap furniture for our houses. Our wagons, carriages, and automobiles are sold all over the world. Before steel steamers were built, our shipbuilders made the finest and fastest wooden ships in the world. Even now they are building many good wooden ships. Most of our paper is now made from wood pulp that is manufactured from trees.

One reason why our factories can sell their wooden products in other countries is because we have some of the finest wood in the world. The masts of many vessels are made of the tall, straight pines and firs that grow in Maine and Oregon. Our oak and walnut make beautiful furniture. Our hickory and ash are the best woods for use in wagons and automobiles, and our hickory tool handles are used by workmen everywhere.

The most important manufactures of the United States are iron and steel products. This country has immense supplies of the three necessary raw products,



POURING STEEL INTO MOLDS

iron ore, coal, and limestone. Where these three products are found close together, iron and steel can be manufactured most cheaply.

Iron and steel have been made in the United States from a very early time. At first the people brought iron and steel from England and Holland, but they soon found iron ore in many places, and put up small iron furnaces and forges. Then they found coal in the mountains of Pennsylvania and since then the furnaces

have increased in size and number until now we have some of the largest steel mills in the world.

For many years most of our iron manufactures were made in Pennsylvania. Iron ore, coal, and limestone are all found there close together, and many great steel mills are in and near Pittsburgh. There are now steel mills in other places where iron ore and coal are cheap, as in Alabama and in Indiana. Some iron furnaces and steel mills have been built far from the iron mines. There are great beds of iron ore in Michigan and Minnesota, but these are so far away from coal fields that for many years they could not be used. Now the iron ore is sent by steamers to Chicago, Cleveland, and Buffalo. These cities are near to the coal mines of Pennsylvania, and coal is brought there cheaply.

A great deal of steel is used in the United States. We build bridges of steel and most large buildings have frames of steel. We use steel for cars and steamers, and for rails on all the railroads. Steel is so cheap that it is used to make many articles which a few years ago were made of wood.

120. THE WORDS "AND," "OR," "EITHER," ETC.

Read the following sentences, filling the blanks with the words indicated:

(and)

1. Iron —— coal are mined in Pennsylvania —— Alabama.
2. Peaches —— apples are raised in New York —— Michigan.
3. Cotton —— sugar cane grow in Louisiana —— Mississippi.

4. Ash — hickory are used in making automobiles — wagons.
5. Oak — walnut are used in making furniture.
6. Oak bark — hemlock bark are used in tanning leather.
7. Corn is raised in Kansas — wheat in Dakota.
8. Our apples are sold in Europe — in the West Indies.

(or)

9. Do you wish me to come to work Monday — — Tuesday?
10. Do you want Stanislaus — me to come?
11. The boss needs seven — eight more men.
12. He wants Swedes — Germans.
13. Houses are built of wood — concrete.
14. They are covered with shingles — slate.
15. They are heated by steam, hot water, — hot air.

Read the following sentences:

(either — or)

16. Either Stanislaus or I will come to-morrow.
17. I will hire either John or his father.
18. We use either oak or walnut for furniture.
19. We can burn either coal or natural gas.
20. Locomotives burn either hard or soft coal.

(both — and)

21. Both men and women work on farms.
22. Both boys and girls must go to school.
23. This shop employs both men and boys.
24. These men come from both Germany and Italy.
25. The shop uses both wood and steel.
26. Both bricks and steel are used in this building.

27. Both the subway and the elevated trains take me to work.

28. We use both wheat flour and rye flour.

29. On the table were both beef and mutton.

121. HOW THINGS ARE MADE

1. Write a description of a shop or a factory that you have worked in.

2. Tell what you know about making iron.

3. Tell what you can about making steel.

4. Tell how to make bread.

5. Tell how glass is made.

6. Tell how a dinner plate is made.

7. Tell how to make a concrete block.

8. Tell how a log is sawed into boards.

122. FARM PRODUCTS

Some of the products raised on farms are used without change, just as they come from the farm. A farmer sends his milk and cream as well as his vegetables to some large city, where people buy them for food. A fruit grower sends his apples, peaches, strawberries, or oranges to cities, where they are used for food.

Many farm products, however, are sold to factories or mills, where they are used as raw materials. From them other things are made. Some farmers send their milk to a cheese factory, where it is made into cheese. Some sell their wheat to a flour mill, where it is made into flour. They sell their flaxseed to a mill which makes linseed oil. A paint maker buys this oil and mixes it with colors to make his paint.



COTTON MILL

Among the manufactures of farm products, cotton manufacture is the most important. A planter in the south raises cotton. It is picked by men and women and sent to a machine, where its seeds are taken out. It is then pressed into large bundles called bales. These bales are shipped to cotton mills, where the cotton is made into thread and into muslins and other cloths. Many of our cotton mills are in New England. The first cotton mills were run by the water power of rivers there. Now there are some large cotton mills in the south, where the cotton as well as the labor is cheaper.

Many important manufactures are derived from live stock. By "live stock" we mean cattle, pigs, and sheep, as well as horses and mules. A farmer raises live stock and sells it to a "packing house" in Omaha, Kansas City, Chicago, or Buffalo. The cattle or sheep or pigs are killed in the packing houses and their meat is sold as beef or mutton or pork. The skins of the

cattle and sheep are sent to a tannery. There the hair is taken off the skin and the skin is tanned into leather. The leather is sold to shoe manufacturers, glove makers, manufacturers of valises and handbags, and harness makers. The manufacture of leather and of leather articles is a very important industry.

Before sheep are killed they are sheared, that is, their wool is cut off. This wool is sent to woolen mills which make it into yarn and cloth. The cloth is made into clothing.

Grain is made into many articles. Most of our wheat is ground into flour, but some of it is used for so-called "breakfast foods" or cereals. A great deal of corn is ground into corn meal, but some of it is used in making whisky. Rye also is used for whisky, and barley for beer.

Farmers sell a great deal of fruit and vegetables to canning factories. These canning factories put vegetables into tin cans or glass jars so that they may keep fresh until they are needed. Until a few years ago only a few vegetables and fruits could be kept through the winter. Potatoes, cabbage, turnips, and apples were about all that a man could keep. Now we can buy most fruits and vegetables in cans.

A great amount of sugar is made in this country, some from sugar cane, and some from beets. The sugar cane is raised in the southern states. It is sent to sugar mills where it is made into raw brown sugar and molasses. Some of the brown sugar is refined in the south, but most of it is shipped to the great sugar refineries in Philadelphia and New York, where it is changed to white sugar.

123. THE WORDS "AFTER," "BEFORE," "SINCE"

Read the following sentences:

1. After he came home from work he had supper.
2. He had his supper after he came home.
3. After school is over I go home.
4. I go home after school is closed.
5. After I have had my breakfast I go to work.
6. I go to work after I have had my breakfast.
7. After the house burned the owner collected his insurance.
8. The policeman came after the burglar entered the house.
9. The burglar escaped after the policeman chased him.
10. The children must keep the room clean after their mother has cleaned it.
11. The children go to school after they have their breakfast.
12. After I had lived in Europe for twenty years I came to America.
13. I came to the United States after I had served in the army.
14. After the war ended many Greeks returned to the United States.
15. Many Greeks returned to the United States after the war ended.
16. Before I go to work I have my breakfast.
17. I have my breakfast before I go to work.
18. John has breakfast before he goes to school.
19. I pay five cents before I go into a car.
20. Before I came to America I lived in —.

21. Since I started this morning, I have walked seven miles.
22. All of us have learned some English since the evening school began.
23. I have not been sick since I was fifteen years old.
24. Since the building started I have never lost a day.
25. I have not smoked since I was sick.

124. THE WORDS "TILL," "UNTIL," "WHILE"

Read the following sentences:

1. Let us wait until the car comes.
2. Let us wait till the car comes.
3. The workman waited until the train approached.
4. The workmen waited till the train nearly struck them.
5. The men worked until the whistle blew.
6. I worked till my back ached.
7. The horse ran until a boy caught him.
8. The women danced till they were tired.
9. The boy studied until six o'clock.
10. Work did not stop until the building was finished.
11. We are not paid till the first of the month.
12. I saved money till I had five hundred dollars. Then I bought a house.
13. I saved money while I worked there.
14. While the man was waiting for the whistle to blow he gathered his tools.
15. While the English were settling the eastern part of America, the French explored the western part.
16. Columbus sailed until he saw a light.
17. The American colonies belonged to England until 1776.

125. THE PEOPLE OF THE UNITED STATES

The people of the United States have come from all parts of the world because of the great opportunities which the United States gives to every man. In the early days many people came here to escape from hardships in Europe. The New England states were settled by Puritans who came to America because in their own country they did not have religious freedom. For the same reason English Catholics settled in Maryland, English Quakers in Pennsylvania, and French Protestants in South Carolina and other colonies. The Dutch came to New York to buy furs and land from the Indians. English settlers came to Virginia because land was cheap and they could make money by raising tobacco.

The language of the United States is English. Most of the people of the colonies came from England, and these English people and their descendants first settled the land in the west. Therefore English came to be the language spoken all over the country. But there are some places in the United States where English is not used by all the people. In the large cities you can hear the languages of all the countries of Europe.

The names of places in the United States are in many languages. In the eastern part, many names of cities and towns are the same as names of places in Europe. Boston in Massachusetts was named from Boston in England. New York was named after York in England. Georgia, Jamestown, and Charleston were named after English kings. Louisiana was named after a French king.

Many places have Indian names, such as Massa-

chusetts, Dakota, Utah, Kansas, Mississippi, Ontario, and Ohio. Many names in the south and west are Spanish, such as Rio Grande, Colorado, Nevada, and Florida. Some places have French names, as Detroit, Duluth, St. Lawrence, and St. Louis.

The reason why there are so many kinds of names in the United States is because so many kinds of people have settled or discovered parts of it. The English first settled along the Atlantic coast and left many English names there. The French explored the Mississippi Valley and the Great Lakes, and made maps of that part of the country. Most of the names on these old maps are still used. The Spaniards explored the Gulf of Mexico and the country along the Rocky Mountains and named many places in that region. People from Holland settled along the Hudson River and left many of their names in these settlements.

Until 1780 nearly all the people of the United States lived along the Atlantic coast east of the Appalachian Mountains. After the war of the Revolution, people learned about the beautiful, cheap, fertile lands in the Mississippi Valley and many went west. A man who lived on a little stony farm in Massachusetts would hear stories of the rich lands in the Ohio Valley, which he could buy cheap. He would sell his little farm, put his family and some tools into a wagon, and drive away westward. The roads were few and hard to travel, but he would at last reach some branch of the Ohio River. Then he would put his wagon on a raft or a flatboat and float down the river until he came to a place that he liked. There he would buy a large piece of land, cut down the trees which covered it, and build a log house.



It was in this way that a large part of the Mississippi Valley was settled. Many thousands of people left their homes in New England and other eastern states and went west to make new homes. At the same time many people were coming here from Europe. Some of these stayed in the east but many of them also went west.

126. "MORE THAN," "LONGER THAN," "SHORTER THAN"

Read the following sentences:

1. Forty is more than twenty.
2. One hundred dollars are more than ten dollars.
3. Eight feet are more than four feet.
4. Two thousand people are more than eighteen hundred people.
5. This book costs more than a quarter.
6. It is more than a mile to Main Street.
7. This school building cost more than eighty thousand dollars.
8. Coal costs more than it did last year.
9. The United States became free from England more than one hundred years ago.

10. The Civil War cost more than a thousand millions of dollars.
11. More than two thousand pupils attend that public school.
12. Meat and flour cost more this year than they did five years ago.
13. A yard is longer than a foot.
14. A meter is four inches longer than a yard.
15. A mile is longer than a kilometer.
16. This room is longer than it is wide.
17. An hour is longer than a minute.
18. The last lesson is harder than the first.
19. The days are longer in summer than in winter and the nights are shorter.
20. I have lived here longer than a year.
21. This street is shorter than Grand Street.
22. The old bridge is shorter than the new one.
23. The old cars were shorter than these new ones.
24. I am three inches shorter than my brother.

127. "AS IF," "AS THOUGH"

Read the following sentences:

1. That hat looks as if it cost five dollars.
2. My hat looks as if some one had sat on it.
3. The man looks as if he had been working hard.
4. The little girl looks as if she were sick.
5. It looks as if it might rain.
6. It feels as if we might have snow.
7. He is walking as if he were in a hurry.
8. He looks sick. He looks as though he were sick.
9. He looks well. He looks as though he were well.
10. He acts as though he were at home here.

128. "THAT," "SO THAT"

Read the following sentences:

1. Christopher Columbus believed that the world was round.
2. He thought that by sailing west he would reach China.
3. He did not know that America was between Europe and China.
4. King Henry of England decided that he would send John Cabot to look for a shorter route to China and India.
5. The French claimed that they owned all of eastern North America.
6. The colonies thought that the king should not tax them.
7. They decided that they would fight the king.
8. He said that he would start early so that he would be sure to reach school in time.
9. He decided that he would look for a new job.
10. They started early for the picnic so that they would not miss the train.
11. The pupils studied their lesson faithfully so that they would be sure to pass the examinations.
12. Mr. Baroni is studying English so that he can speak it to his customers.
13. I go to school so that I can learn English.
14. I hurried so that I could get the car.
15. The children ate their dinner in a hurry so that they could go to the country.
16. Mary led the blind man across the street so that he would not be run over.

129. THE EARLY HISTORY OF THE UNITED STATES

TO THE TEACHER.—A good historical chart is needed for this lesson. It should be supplemented by much drill in the historical facts given.

Americans call Europe “The Old World.” Some countries of Europe are very old. Many cities are more than a thousand years old, and even some houses and churches were built many hundreds of years ago. In some places we may ride over roads that were made two thousand years ago.

America is the “New World.” Europeans have known of it for only about four hundred years. A few of its cities are three hundred years old, some are over a hundred years old, but most of them have been built less than a hundred years. Many are less than fifty years old. To-day Oklahoma City has nearly 90,000 people, but twenty-five years ago there was not one person there. The city of Denver has 253,000 people, yet sixty years ago there was only an empty plain where the great city now stands. America is indeed the “New World.”

Until 1492 America was not known. In that year



CHRISTOPHER COLUMBUS

Christopher Columbus, an Italian working for the Spanish government, sailed across the Atlantic Ocean and discovered a new continent. A few years later this new continent was named America. In 1497, an Italian sailor named John Cabot, who was commissioned by the king of England to sail westward and explore, reached America and sailed along its eastern coast. Because of this, England laid claim to all that part of the continent.

Later, explorers from Spain followed the coast from Florida to Panama and explored the country until they reached the Pacific. They claimed all the southern part of North America for Spain.

Later, French sailors discovered the St. Lawrence River and explored it. France therefore claimed all the country that this river drains. The French explored the Mississippi Valley and claimed all that region also.

English people began to settle in Virginia in 1607. By the year 1700 there were English settlements all along the Atlantic coast from Maine to Georgia.

French people tried to settle in warm and sunny Florida, but the Spaniards would not allow them to remain there. Then they made settlements and built trading posts along the St. Lawrence River, and from there they spread into the Mississippi Valley.

Many Spaniards settled in Mexico and a few went as far north as Florida and California.

In 1700 the whole of North America was claimed by three nations,—England, France, and Spain. Some of these claims, however, overlapped. The English claimed the whole of what is now the United States; the French, the country from the Appalachian Moun-

tains to the Rocky Mountains and from the Gulf of Mexico to the Gulf of St. Lawrence ; the Spaniards, the country from the southern part of Florida to California.

In the middle of the eighteenth century, a long war broke out between Great Britain and France, and the French were defeated. At the end of this war, in 1763, France divided most of her possessions in America between Great Britain and Spain. Great Britain then owned the territory now occupied by the United States east of the Mississippi River, and Spain the part west of that river.

The English part of America was made up of thirteen colonies, Canada, and a great wilderness between the Mississippi and the Appalachian Mountains. The thirteen colonies all bordered upon the Atlantic, but some of them claimed land west of the Appalachian Mountains.

In order to defend the colonies, Great Britain planned to send over an army. To pay the expense of this army, Parliament passed a law in 1765, which forced the colonies to pay a stamp tax on certain articles. The power of laying taxes on the colonies had always belonged to the colonial governments, and the colonies were not willing to be taxed without their consent by a Parliament in which they were not represented. The stamp tax was soon repealed ; but other taxes were laid, for Great Britain claimed the right to tax the colonies in all cases. The colonists refused to pay the taxes, so Parliament passed a number of laws to punish them, and the king sent over an army to enforce these laws. The colonists thereupon raised an army to oppose the king's troops, and the Revolutionary War, which lasted from 1775 till 1783, followed.

The representatives of the colonies came together in a Congress in Philadelphia, and on July 4, 1776, they signed a paper called the Declaration of Independence, in which they declared that they were no longer subjects of the English king.

The American armies, led by George Washington, finally defeated the English, and the Revolutionary War ended. The thirteen colonies were then free to govern themselves.



STATEHOUSE, PHILADELPHIA
(Where the Declaration of Independence was signed)

For six years after the war, the thirteen colonies were united in a weak government. Each colony was a little country which elected its own governor and other officers and made its own laws; but each colony elected men to represent it in a Congress which met in Philadelphia. This Congress had very little power. It could advise the colonies to do certain things, but it had no right to force them to do anything.

In order that the government should last, it was necessary to make a stronger union. A convention of men representing the colonies met in Philadelphia

in 1787 and worked for a long time making plans for a strong government. Finally they agreed upon a plan, and sent it to the colonies for the approval of the people. The people of the colonies elected delegates to vote upon the plan, which was finally adopted in 1789 as the Constitution of the United States.

The Constitution gave to the thirteen colonies a strong, united government. It provided for a president, as well as for a Congress to make the laws, and to raise money by taxation for the support of the government.

130. THE WORDS "BECAUSE," "ALTHOUGH"

Read the following sentences:

1. England claimed America because John Cabot saw its eastern shore.
2. France claimed the Mississippi Valley because Frenchmen explored it.
3. Florida was given its name because it was seen on Easter Sunday, which was called by the Spaniards *Pascua de Florida*.
4. English Catholics came to America because they would not pay taxes to support the Church of England.
5. Many people come from Europe because they can earn more money here.
6. Iron furnaces have been built in Alabama because iron ore and coal are found there.
7. The French built a fort in Florida although the Spaniards owned that region.
8. The English claimed all America although John Cabot saw only a small part of it.

9. Steel is made in Chicago although there is no iron ore near that city.
10. He speaks the English language although he was born in Italy.
11. Americans speak English although many were born in other European countries.

131. REVIEW

(At this point the teacher should ask a few of the best readers to read aloud to the class, from several simple texts, about the discovery and colonization of America.)

1. Tell what you can about the discovery of America.
2. Show why Spain claimed the West Indies.
3. Show why Spain owned Florida for many years.
4. Tell why England claimed all America.
5. Who was Henry Hudson?
6. Who was John Smith?
7. Who was Samuel Champlain?
8. Who first saw the Mississippi River?
9. Who first saw the Hudson River?
10. Who first saw the St. Lawrence River?
11. Tell why the English and the French fought in America.
12. Tell who owned America after 1763.
13. Why did the Americans not wish to be taxed to pay the English soldiers?
14. Tell who was the greatest of the Americans.
15. Tell how the Americans were governed after the Revolution.
16. What was the Declaration of Independence?

132. SETTLING THE COUNTRY

At the first election after the Constitution was signed, the people voted for a president, and elected George Washington. This was a very wise thing to do. He was known by the people of all the colonies. He was a



great leader of men. In the war his brilliant plans, more than anything else, defeated the English armies. He was a leader in the politics of that time and had great influence in the convention that made the Constitution.

For many years after the Constitution was signed, the great work was to settle the new country west of the Appalachian Mountains. Every year thousands of people moved westward into the fertile lands there. The states opened roads across the mountains. Canals were dug and ships began to sail on the Great Lakes. Every year it became easier for people to get to the west, and soon new states began to be formed in the Ohio Valley.

After the war of the Revolution, the United States reached only to the Mississippi River. In 1800 Spain ceded to France all the country west of that river as far as the Rocky Mountains, but kept the region between the Rocky Mountains and the Pacific Ocean, as well as Florida and most of the country bordering upon the Gulf of Mexico. In 1803 Napoleon Bonaparte, ruler of France, sold all the French territory in North America to the United States for \$15,000,000. There was constant trouble between the Indians in Florida and the people of the United States. To settle this trouble the United States bought Florida from Spain in 1819, and in 1845 it became a state.

Texas was once a part of Mexico. It finally separated from Mexico and joined the United States. A war followed in which the Mexicans were defeated. At the end of the war, the Americans kept that part of Mexico north of the Rio Grande River.

While this new land was being added to the United States, people from Europe were coming here in great numbers. At first most of these were English-speaking people from Great Britain and Ireland. Then many began to come from Germany. By 1860 all the country east of the Mississippi was settled and had been made into states. West of the Mississippi were the states of Louisiana, Arkansas, Missouri, Iowa, and Minnesota, and on the Pacific coast there were already two states, California and Oregon.

The immense country which lay between Missouri and California was slow to fill up. It was very hard to get there, as it was necessary to travel in a wagon for hundreds of miles. There were many wild Indians

in that region and the land was not so fertile as that nearer the Mississippi. Much of it could be used only for raising cattle. Kansas was admitted as a state in 1861. Silver was found in great quantities between the Rocky Mountains and the Sierra Nevada. So many miners went there that the state of Nevada was formed in 1864.

Trade and travel between the eastern states and the western states was increasing every year. Two railroads were at last begun. One started from the Pacific coast at San Francisco and went eastward. The other started at Omaha and went westward. These were finished in 1869, and then people could travel by railroad entirely across the American continent.

In 1867 the United States bought Alaska from Russia. It was soon found to be rich in gold and coal; its rivers had great numbers of salmon; and along the coast were large numbers of fur seals.

133. "SUCH AS," "AS MUCH AS," "AS TALL AS," "AS SOON AS"

Read the following sentences:

1. Boston does not have such tall buildings as New York.
2. Workmen do not earn as much in Europe as in America.
3. I never saw such crowds as I saw in New York.
4. Children in Europe do not have such care as they have here.
5. This coat costs as much as the other one, but it will not wear so well.

6. I do not like such work as that.
7. A woman would not buy such meat as that.
8. The contractor would not hire such an old man as he is.
9. Bread does not cost so much as cake.
10. They cannot sew as much by hand as with a machine.
11. A boy eats nearly as much as a man.
12. Many women earn as much as men.
13. Mary Smith is nearly as tall as her brother William.
14. Are there buildings in Russia as tall as those in New York?
15. Come as soon as you can.
16. The people settled in the Ohio Valley as soon as they could get there.
17. He promised to lend me the book as soon as he had finished it.

**134. "WHEN," "WHERE," "WHENEVER," "WHEREVER,"
"AS"**

Read the following sentences:

1. A little boy should come when he is called.
2. He should go where he is sent and do as he is told.
3. He must come whenever he is called and go wherever he is sent.
4. When it rained all the carpenters quit work.
5. Miners from all over the world went to California when gold was found there.
6. When George Washington was a young man he surveyed some land in Virginia.

7. Whenever new land was opened, people settled it quickly.

8. When the Revolution ended, the United States claimed all the country as far west as the Mississippi River.

9. People traveled west, where they found good, cheap land.

10. A good child does as he is told.

11. A trainload of soldiers came in as I waited at the station.

12. I came in just as the clock struck six.

13. I saw him as the train passed by.

14. As I was leaving the house John called me.

135. HOW TO BECOME A CITIZEN OF THE UNITED STATES

A citizen is any one who owes allegiance to a country and who is to be protected by it. A man who was born in Russia and who has lived there all his life is a citizen of Russia ; for he owes his allegiance to it, obeys its laws, pays its taxes, and if there is a war, he fights in the Russian armies. Russia will protect this citizen if he is in any other country. A man is a citizen of the United States if he was born here. He obeys its laws, pays its taxes, and if there were a war, he would be asked to fight for it. He can help make our laws, and this country will protect him wherever he may be.

When the Russian leaves Russia and comes to the United States, he can become a citizen of the United States, after he has lived here at least five years. He must, however, renounce his allegiance to Russia and must swear to support the United States.

As soon as a man comes into the United States, he may wish to become a citizen of this country. To do this, he must go to the United States Circuit Court, where, on payment of one dollar, he can procure a paper, upon which he declares that he wishes to become a citizen. This paper is the "First Paper."

When he has lived here five years he may get his "Second Paper," which will make him a citizen. He must take with him two citizens who have known him for at least five years. These men will be asked to tell what they know about him. After he has filled out the "Second Paper" he is told to return to the court in ninety days. When he returns, the judge asks him questions about the government of the United States. If he answers these properly, the judge asks him to swear that he will support the government of the United States, that he will obey the laws, and that he will renounce allegiance to the country of which he has been a citizen. When he has done this, he receives his "Final Papers" and becomes a citizen of the United States.

THE "FIRST PAPER"

On page 177 you will find a copy of the "First Paper." Study it and decide how you must fill in the blanks.

"Do not abbreviate" means that you must write your entire name.

"Occupation" means your trade or what you work at.

"Color": Say whether you are a white man or a negro.

"Complexion": Say whether your face is fair or dark.

"Visible distinctive marks" are any marks or scars on your face or hands.

DEPARTMENT OF COMMERCE AND LABOR
NATURALIZATION SERVICE
WASHINGTON

NOTE. — A copy of this form should be furnished by the clerk of the court to each applicant for a declaration of intention, so that he can at his leisure fill in the answers to the questions. After being filled out the form is to be returned to the clerk, to be used by him in properly filling out the declaration.

TO THE APPLICANT. — The fee of one dollar must be paid to the clerk of the court before he commences to fill out the declaration of intention.

Name: *Age:* *years.*
 (Do not abbreviate any part of name by initial or otherwise.) (Give age at last birth-day.)

Occupation:

Color: *Complexion:*

Height: *feet* *inches.* *Weight:* *pounds.*

Color of hair: *Color of eyes:*

Other visible distinctive marks: (If no visible distinctive marks so state.)

Where born: , (Country.)

Date of birth: (Month.) ' (Day.) ' (Year.)

Present residence: (Number and street.)' (City or town.)' (State, Territory, or District.)

Emigrated from: (Port of embarkation.)' (Country.)

Name of vessel: (If the applicant arrived otherwise than by vessel, the character of conveyance or name of transportation company should be given.)

Last place of foreign residence: , (Country.)

*I am now a subject of and intend to renounce allegiance to** (See note.)
 , (Name.) (Title.)

Date of arrival in United States: (Month.)' (Day.)' (Year.)

Port of arrival: , (City or town.) (State or Territory.)

* **NOTE.** — If applicant is a citizen of a foreign Republic he should fill in the following line in lieu of the above, writing the name of the Republic only.

I am now a citizen of and intend to renounce allegiance to the Republic of

THE "SECOND PAPER"

Below is a copy of the "Second Paper." Study it and decide how you must fill the blanks.

U. S. DEPARTMENT OF LABOR
NATURALIZATION SERVICE

FACTS FOR PETITION FOR NATURALIZATION

(Give here name used in Declaration of Intention, and do not abbreviate any part of name, by initial or otherwise.)

1. *My place of residence is*
(Number and name of street.) (City or town)
..... (State, Territory, or District.)

2. *My present occupation is*

3. *I was born on the* *day of*, 18.., *at*
(City or town.)

....., *and my last foreign residence was*
(Country.)

....., (City or town.) (Country.)

4. *I emigrated to the United States from*
(Port of embarkation.)
....., *on or about the* *day of*, 19..,
(Country.)

and arrived at the port of
(Port of arrival.) *, on the*
(State.)

day of, 19.., *on the vessel*, *of the* *Line*,
by first cabin, *second cabin*, *steerage*

(If the alien arrived otherwise than by vessel, the character of conveyance or
name of transportation company should be given.)

at which time my height was .. feet .. inches; complexion, ..;
color of hair, ..; *color of eyes*, ..; *occupation*, ..;
destined to .., (City or town.) (State.)
and accompanied by ..;

destined to .. (Person or persons to whom destined.)

(If the alien came under some other name than his own name, the name used on the steamship must be given here, or the record of arrival cannot be found.)

(If the alien arrived as a stowaway, or deserting seaman, or in any other manner than as a passenger, please so state.)

5. I declared my intention to become a citizen of the United States on the.....day of....., 19.., at....., in the.....
 (Location of court.)

Court of.....

6. I am.....married. My husband's name was.....
 wife's name is.....

(Petitioner, if a widower should give the name of his wife when living and state place of her birth; if not married, he should enter "not" in first sentence. In both cases surplus words should be struck through.)

He was born in.....,and is now deceased.
She was born in.....,and now resides at
 (City or town.) (Country.)

.....,
 (City or town.) (Country.)

I have....child.., whose name , date and place of birth, and place of residence are as follows:

....., born....day of...., 1.., at.....; resides at.....
, born....day of...., 1.., at.....; resides at.....

7. I now owe allegiance to.....
 (Name of sovereign and country.)

8. I am able to speak the English language.

9. I have resided continuously in the United States since the....day of State

....., 19.., and in the Territory of....since the.. day of.., 19..
 District

10. I have.....heretofore made petition for United States citizenship.
 (If petitioner has heretofore made application for citizenship, the facts required should be fully stated in the following blanks.)

I previously petitioned for citizenship to the Court,
at ,

(City or town.)

(State, Territory, or District.)

*on the . . . day of , 1 . . . , which was denied for the following
reason:*

The cause of such denial has since been cured or removed.

.....
(Sign name in full.)

ADVERTISEMENTS



FORMAN'S ESSENTIALS IN CIVIL GOVERNMENT

By S. E. FORMAN, Ph.D.

Special Editions for New Jersey and Pennsylvania.

THIS book for upper grammar grades and first years in the high school affords sound and systematic instruction in the fundamental principles of our government, and teaches the rights and duties of citizens. Its primary aim is to establish high political ideals, and to instill notions of civic morality—rather than to teach facts. Every lesson in civics is made a lesson in political ethics, and good citizenship is recognized to be an affair of the heart as well as of the head.

The book begins with the government of the individual, of the family, and of the school, and later takes up in turn the county, town, township, city, State, and nation, describing each form of government in a simple, yet graphic manner. It contains an elaborate presentation of the workings of our national executive departments, and treats clearly the great topics of suffrage, elections, democracy, representation, checks and balances in governmental powers, local self-government, etc.

TIt is written in plain, simple language on the topical plan, and is broad and pervaded with the spirit of true Americanism, without any sectionalism or localism. It is practical, bringing the pupil face to face with the affairs of the world around him. Personal responsibility in matters of government is emphasized wherever possible. Suggestive questions and exercises for review are plentifully supplied at the end of each chapter. The laboratory method of teaching is consistently applied throughout the book, which will make the boys and girls who study it better citizens.

A M E R I C A N B O O K C O M P A N Y

BALDWIN AND BENDER'S EXPRESSIVE READERS

By JAMES BALDWIN, Author of Baldwin's School Readers, Harper's Readers, etc. and IDA C. BENDER, Supervisor of Primary Grades, Buffalo, New York.

AN EIGHT BOOK SERIES or A FIVE BOOK SERIES
WITH TEACHERS' MANUAL

THE authorship of this series is conclusive evidence of its rare worth, of its happy union of the ideal and the practical. The chief design of the books is to help pupils to acquire the art and habit of reading so well as to give pleasure both to themselves and to those who listen to them. They teach reading with expression, and the selections have, to a large extent, been chosen for this purpose.

These readers are very teachable and readable, and are unusually interesting both in selections and in illustrations. The selections are of a very high literary quality. Besides the choicest schoolbook classics, there are a large number which have never before appeared in school readers. The contents are well balanced between prose and poetry, and the subject matter is unusually varied. Beginning with the Third Reader, selections relating to similar subjects or requiring similar methods of study or recitation, are grouped together. Many selections are in dialogue form and suitable for dramatization.

The First Reader may be used with any method of teaching reading, for it combines the best ideas of each. A number of helpful new features are also included. Each reading lesson is on a right-hand page, and is approached by a series of preparatory exercises on the preceding left-hand page.

The illustrations constitute the finest and most attractive collection ever brought together in a series of readers. There are over 600 in all, every one made especially for these books by an artist of national reputation.

AMERICAN BOOK COMPANY

STEADMANS' WRITING

By ANDREW H. STEADMAN, Supervisor of Penmanship, Cincinnati Public Schools, and CARRIE D. STEADMAN, formerly Assistant Supervisor of Penmanship.

STEADMANS' Graded Lessons in Writing train the child to maintain a truly healthful position, and to use the large muscles of the upper arm and shoulder as the motive power in writing. As the ability to write automatically is acquired, a correct sitting habit is inculcated; stooping over the desk, cramping the lung space, bringing the eyes so close to the paper that they are permanently injured, become impossible. The child is no longer subjected to the harmful tendencies of former days.

¶ This system teaches the child to write a good, characteristic hand that will remain with him through life. The course is presented in eight pads. Each pad is a complete cycle, covering the work for an entire year, and containing forty sheets, eighty pages, three and one-third times as much as a copybook. Each page presents a central idea, around which the lesson is constructed. The drills constitute a series of graded, specialized, physical culture exercises. These exercises are so devised and arranged that the pupils are led, by easy gradations, from the simplest forms and letters to the more complex. Each drill is based upon the movement required to form the letter or letters under consideration during that particular writing lesson.

¶ The work is simplicity itself. It teaches an easy, graceful style of free handwriting with full play for the writer's individuality. It requires no extra exercise books, no teacher's manual, no blank pads, and no additional paper. Any teacher can teach it with ease without further assistance, and any child will find no difficulty in performing it successfully, and in acquiring a handwriting that is legible, rapid, and automatic.

A M E R I C A N B O O K C O M P A N Y

HICKS'S CHAMPION SPELLING BOOK

By WARREN E. HICKS, Assistant Superintendent of
Schools, Cleveland, Ohio

Complete.

Part One.

Part Two.

THIS book embodies the method that enabled the pupils in the Cleveland schools after two years to win the National Education Association Spelling Contest of 1908.

¶ By this method a spelling lesson of ten words is given each day from the spoken vocabulary of the pupil. Of these ten words two are selected for intensive study, and in the spelling book are made prominent in both position and type at the head of each day's lessons, these two words being followed by the remaining eight words in smaller type. Systematic review is provided throughout the book. Each of the ten prominent words taught intensively in a week is listed as a subordinate word in the next two weeks; included in a written spelling contest at the end of eight weeks; again in the annual contest at the end of the year; and again as a subordinate word in the following year's work;—used five times in all within two years.

¶ The Champion Spelling Book consists of a series of lessons arranged as above for six school years, from the third to the eighth, inclusive. It presents about 1,200 words each year, and teaches 312 of them with especial clearness and intensity. It also includes occasional supplementary exercises which serve as aids in teaching sounds, vowels, homonyms, rules of spelling, abbreviated forms, suffixes, prefixes, the use of hyphens, plurals, dictation work, and word building. The words have been selected from lists, supplied by grade teachers of Cleveland schools, of words ordinarily misspelled by the pupils of their respective grades.

AMERICAN BOOK COMPANY

HUNT'S COMMUNITY ARITHMETIC

By BRENELLE HUNT, Principal of the Training School
Department, State Normal School, Bridgewater, Mass.

THIS arithmetic is intended as a supplementary book for the upper elementary grades and the junior high school.

For pupils who have become acquainted with the fundamental operations and need to learn how to apply these operations in actual life this book offers definite training in the economic activities of the average community. It shows the pupil how to make practical use in factory, office, store, or bank, of the arithmetical principles he has learned.

¶ Each lesson, or series of lessons, deals with a single line of everyday work and gives enough practice to secure an intelligent understanding of that business. The lessons are presented from the point of view of the people doing the work and reflect actual business conditions. The work of a clerk in a grocery store, a meat market, or a dry goods store; problems in heating and lighting, the labor and problems involved in poultry keeping, carpentry and building and practical exercises in household expenses and accounts are some of the kinds of work in which the pupil is drilled.

¶ Special attention is given to the subjects that are taken up for the first time. At every stage, the pupil's mental equipment has been duly considered, and the gap between the known and the unknown has most carefully been bridged. In many cases, guide questions lead the pupil to an understanding of what he is to do. The numerous line cuts and half-tones also help to clear up any possible difficulties.

¶ This book not only makes for efficiency in the ordinary trade operations but it also trains the pupil to be careful in his own expenditures and to appreciate the value of accuracy.

AMERICAN BOOK COMPANY

AMERICA FIRST

By JASPER L. McBRIEN, A. M., School Extension Specialist for the United States Bureau of Education, Washington, D. C., and formerly State Superintendent of Public Instruction of Nebraska.

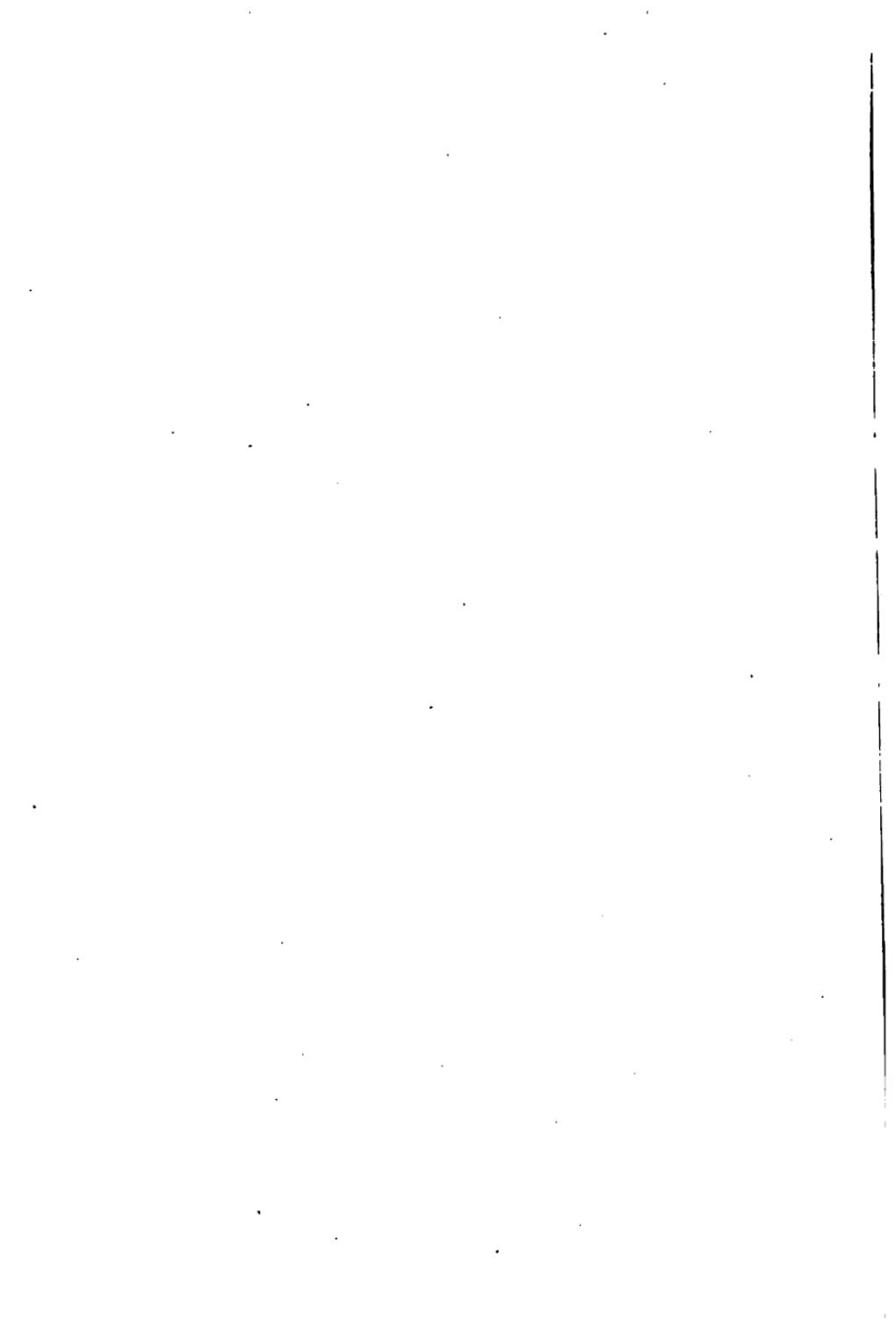
TO INSTILL patriotism into the hearts of the rising generation is one of the greatest privileges of every school teacher. For it is chiefly to the teachers of America that the duty comes of amalgamating into one loyal, patriotic whole all the children of this country, whether they are the offspring of parents who were born here or of parents who come from other lands. Material which the teacher can definitely work toward this end is necessary and in this new book, "America First," this need is adequately met.

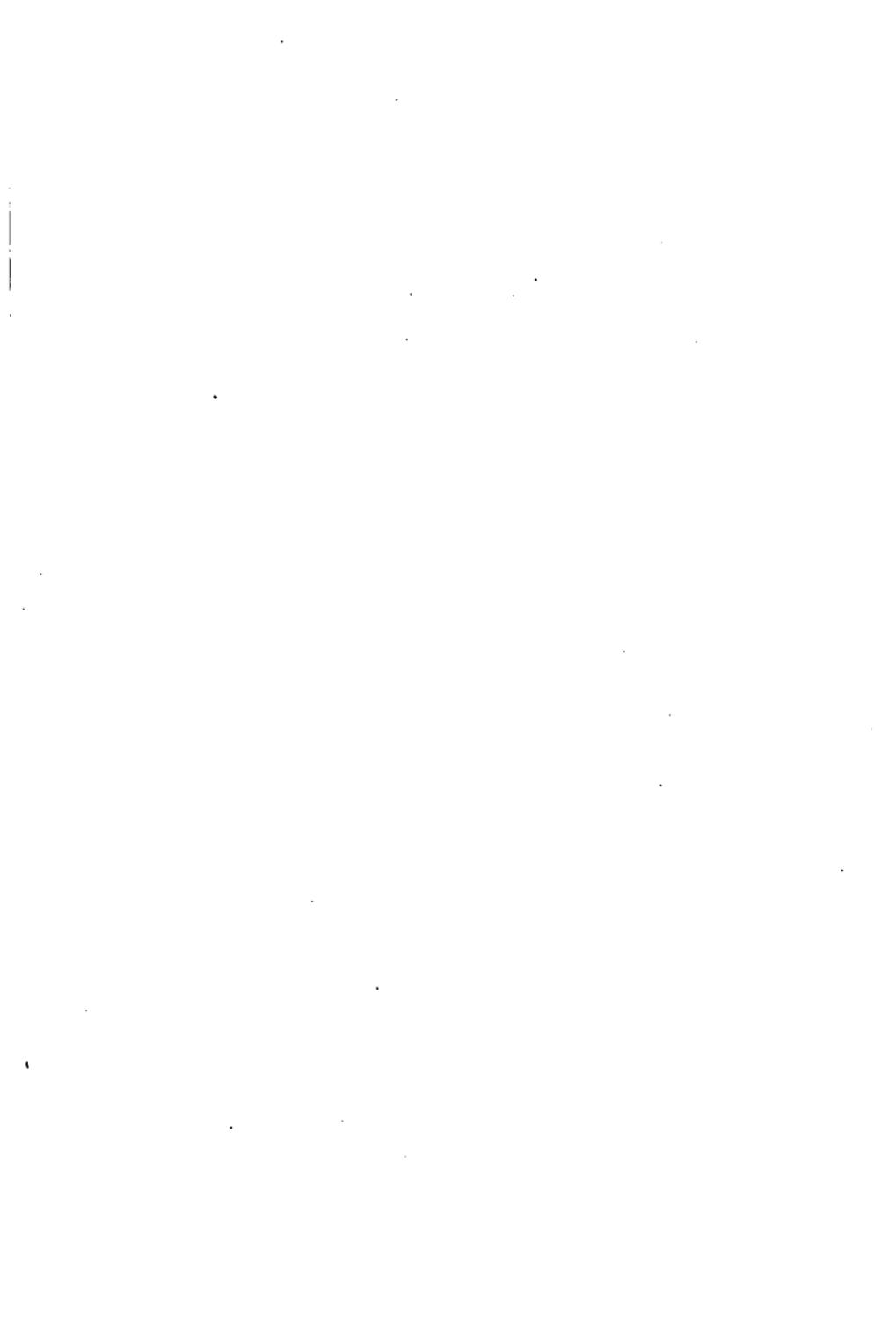
¶ The chief feature of the book is an original dramatization of the events of the Continental Congress of 1776; in addition, there are numerous and famous patriotic speeches and orations, songs and poems. All of this material is excellent for use in eighth grades and high schools.

¶ Dr. A. E. Winship in the *Journal of Education*, writes of this book as follows: "In 'America First,' Mr. McBrien has surely made the book of the hour in the true Americanism and the lofty patriotism that it teaches. Every student of current events must see the imperative need for such instruction. Before the American people realized it the European war had erected a Tower of Babel in our midst and we found ourselves in a confusion of tongues on Old-World problems. The purpose of this book is to rebaptize all with the love of our own country, revise American ideals and make 'America First' the national slogan of every man, woman and child under the stars and stripes.*** Never was there such an opportune time for the universal use, in school and out, of such a book as Mr. McBrien's 'America First.' "

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